DOCUMENT RESUME

ED 392 112 EA 027 314

AUTHOR Reaves, William E.; And Others
TITLE The New Century Educational Leadership Program.
PUB DATE Apr 95
NOTE 98p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Administrator Education; Administrator Evaluation; *Educational Administration; Elementary Secondary Education; Field Experience Programs; Higher Education; Internship Programs; Leadership; *Leadership Training; *Management Development; *Principals; Professional Development; Program Evaluation
IDENTIFIERS *Texas

ABSTRACT

This paper presents a proposal for an alternative principal-certification program, which is to be operated by Tarleton State University (Texas) in collaboration with 10 independent Texas school districts, 4 regional educational service centers, 2 professional associations, and 1 foundation. The New Century Educational Leadership Program (NCELP) is designed to prepare principals to lead learner-centered schools that will meet the diverse needs of Texas students. The program will initially address principal training needs for midsized urban and suburban districts. NCELP will target leadership candidates from minority and underrepresented populations. The program will include assessment laboratories, full-day instructional blocks, instructional seminars, principal internship and residency, a field-based school-involvement project, electronic communication, and a mentorship team. Five figures are included. Appendices contain a comparison of NCELP to traditional programs, a list of the curriculum-design team members, principal-evaluation forms, the timeline, and letters of support. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 392 112

The New Century Educational Leadership Program

Dr. William E. Reaves
Associate Dean
College of Education and Fine Arts
Tarleton State University

Dr. Mark Littleton
Department Head
Education and Psychology
Tarleton State University

Dr. Joe Cummings
Educational Leadership Coordinator
Tarleton State University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
W. Reaves

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

EA 027 314

The New Century Educational Leadership Program

Executive Summary

CONTACT PERSON:
Mark Littleton
Tarleton State University
T-0290
Stephenville, Texas 76402
817-968-9087

I. Program Assessment for Continuous Improvement

Tarleton State University, in collaboration with school districts: Arlington, Copperas Cove, Granbury, Hurst/Euless/Bedford, Killeen, La Vega, Mineral Wells, Temple, Waco, and Weatherford; Regional ESC's #'s: 11,12,13, and 14; Professional Associations: TX Assn. for Secondary School Principals, and TX Business & Education Coalition; and The Sid Richardson Foundation request approval of an alternative certification program for principals. The New Century Educational Leadership Program (NCELP) is designed to prepare principals who can envision and lead learner centered schools which are capable of meeting the diverse needs of Texas students.

Each ***PRINCIPAL*** will be evaluated on the completion of the following requirements: (1) mastery of the leadership proficiencies associated with each instructional module, including the field-based internship; (2) acceptable scores on the Instructional Leadership Training (ILT) and the Texas Teacher Appraisal System (TTAS); (3) satisfactory performance ratings on campus administrator appraisals; (4) accomplishment of individual goals as identified in the Professional Development Plan (PDP); (5) results of the field-based school improvement project; (6) presentation of the ***PRINCIPAL's*** portfolio, including the ***PRINCIPAL's*** log; and (7) the ExCET results.

The program design coordinator, in collaboration with the standing Assessment / Evaluation committee will be responsible for designing and conducting a comprehensive product and process program evaluation. The process evaluation includes: questionnaires over program content and delivery system; the ***PRINCIPAL's*** growth and improvement as evidenced by the PDP; a review of the ***PRINCIPAL's*** ongoing portfolio; and the results of the ***PRINCIPAL's*** Comprehensive Assessment series. The product evaluation will be conducted at the end of the internship year (the interim product evaluation), and at the conclusion of the residency year (the final product evaluation). Components of the product evaluation include: data collected on final outcomes or effects of the program; the Mentor team meeting to evaluate the ***PRINCIPAL's*** Proficiency Profile; ExCET scores; ILT / TTAS training appraisals; campus evaluations; and a comprehensive survey of the NCELP partners and participants. Finally, on-going monitoring and evaluation of the program will include informal visits by all partners and interviews with the ***PRINCIPALS.*** The executive advisory board will review the evaluation annually and act on suggested modifications.

PRINCIPALS will be involved in ongoing performance assessment through the comprehensive assessment labs, module evaluations, and campus evaluations. Working with the Center for Creative Leadership, Greensboro, North Carolina, and the National Association of Secondary School Principals (NASSP) Assessment Center, ***PRINCIPALS*** managerial and leadership skills will be assessed and trained assessors will provide feedback. From the feedback information ***PRINCIPALS*** will develop and revise a Professional Development Plan (PDP) and began tracking their progress on the NCELP leadership proficiencies. The assessment process, together with information obtained from the applicant screening phase, will also provide NCELP instructors with a baseline skills profile for each of the participating ***PRINCIPAL*** candidates.

II. Program Conceptualization Development

The program is primarily field-based, performance oriented and designed to deliver instruction that meets the individual learning needs of the participants. At the conclusion of 25 months, the ***PRINCIPAL*** will have receive 45 hours of university credit, a Masters in Education Administration and recommendation for licensure. To accomplish this the NCELP will provide a researched knowledge and skills base, using a unique delivery system.

The NCELP proficiencies, which provide the basis for the integrated curriculum, are developed from the National Policy Board for Educational Administration's (NPBEA) 21 proficiency domains; TEA's Learner-Centered Schools administrator proficiencies; and the ExCET objectives. The leadership proficiencies are integrated throughout the program serving as the comprehensive framework for the NCELP curriculum.

The NCELP program delivery includes the following components: (1) Assessment Laboratories scheduled at the beginning, the middle and the end of the program. During the labs, participants will evaluate their skills, develop

EA 027 314

and refine their professional development goals and write an individual (PDP). (2) Instructional Blocks are extended, full-day instructional activities delivered during the summer. Instruction will be guided by appropriate Tarleton faculty, clinical faculty, ESC specialists, and contracted consultants, including leaders from business and industry. (3) Instructional Seminars are scheduled on a periodic basis throughout the field-based experience to address policy and implementation issues in school administration. Seminars will be facilitated by practicing exemplary principals, university professors, and/or ESC trainers. (4) ***PRINCIPAL*** Internship and Residency are the field-based core of the program and present structured on-the-job learning opportunities. ***PRINCIPALS*** are assigned as assistant principals, working under the mentorship of an experienced exemplary principal and a trained university mentor. ***PRINCIPALS*** will maintain a log of their experiences during their internship and residency years, focusing especially on the goals identified in the individual PDP. (5) The Field-Based School Improvement Project is designed and implemented by the ***PRINCIPAL*** during the residency year. The project which will focus on assessing learner needs and developing strategies to enhance student success on campus. Project selection will be jointly approved by the university mentor, the principal mentor, and the ***PRINCIPAL***. (6) During the internship and residency students will be required to communicate with the program director via TENET for specific program deadlines and information. When appropriate, students will access seminar sessions via distance learning. (7) The Mentorship Team, consisting of the principal mentor, the university mentor and the ***PRINCIPAL***, will jointly structure and individualize experiences for the ***PRINCIPAL*** during the internship and residency.

III. Program Commitment and Resources

A key aspect of the NCELP is the strategic partnership of the eighteen members, which provides the support for ongoing collaboration in the design, development and implementation of the program. The CEO's of these eighteen partner entities serve as the Executive Advisory Board. The program will be administered by the following Tarleton staff: a program director, a program design coordinator, coordinator of school-university initiatives, university faculty, clinical faculty, contracted consultants, and secretarial support. To facilitate the collaboration, each executive board member appoints members to the three standing program advisory committees: the Instructional Advisory committee, the Screening / Selection committee, and the Assessment / Evaluation committee.

The NCELP total program budget includes Tarleton contributions for staff and general operating expenses, and a grant from the Richardson Foundation. With the support of the grant, ***PRINCIPAL*** costs for the two year program will reach only $2,900. Additional fees for books, supplies, ExCET examination and certification are the responsibility of the ***PRINCIPAL***. The district contribution over the two year training period is $ 94,000.

IV. Program Equity

Due to the shortage of minority administrators in the districts, the program will endeavor to recruit minority and under represented participants from the teaching ranks and industry. However, all applicants will be considered for the program. Nominations will be sought from school superintendents, personnel administrators, principals and college professors in a four state area.

The process used for selection and admission for the first cycle of candidates is as follows: (1) candidates must meet the minimum requirements as stated in Chapter 19 TAC § 141.482: acceptable scores on TASP, GPA 3.0 on a 4.0 system; (2) candidates complete an application form; (3) candidates provide references and criminal records review; and (4) candidates provide information regarding background and experiences, including current certifications, university transcripts, and a list of prior leadership training and experiences. Screening of applicants is a tri-level process including the initial applicant review by Tarleton NCELP staff. During the finalist screening applicants will attend a NCELP candidate workshop and participate in performance activities which include an interview, simulations, and completion of a district application. Cohort selection is based on the performance information gathered from the finalist workshop. Based on analysis of the data, the Screening / Selection committee will recommend a cohort of 20-25 principals for the program to the Executive Board. Ongoing support and counseling for the ***PRINCIPALS*** will be provided throughout the program.

V. Unique Program Characteristics.

This proposal for the New Century Educational Leadership Program is unique in the following aspects: (1) provides recently researched and identified leadership proficiencies; (2) employs a different training design and delivery system, with two years of field-based internship; (3) identifies, recruits, assesses and retains prospective educational leaders; (4) periodically reevaluates and modifies the program to insure effectiveness and quality; and (5) designed, administered, supported and evaluated collaboratively. Upon successful completion of all program requirements the Superintendent of the employing school district and the Director of the NCELP program will jointly recommend the ***PRINCIPAL*** for licensure. The NCELP meets all SBOE rules regarding Alternative Certification of Administrators, Chapter 19 TAC §141.482.

The New Century Leadership Program :
A Proposed
Alternative Principal Certification Program

Table of Contents

I. Program Assessment for Continuous Improvement

A. Introduction 1

B. Needs Statement 1

C. Collaboration and Involvement in Program Design 2

D. Ongoing Program Assessment 4

II. Program Conceptualization/Development

A. Background Research and Development 5

B. Comprehensive Instructional Delivery System 6

C. Program Organization and Sequence of Instructional Activities 10

D. Comprehensive Assessment of ***PRINCIPALS*-IN-RESIDENCE** 14

III. Program Commitment and Resources

A. Commitment and Capacity of Sponsoring Entities 15

B. Organization and Governance of the Program 16

C. Partnership Responsibilities 22

D. Program Budget 22

IV. Program Equity

A. Nomination and Recruitment of Candidates 24

B. Selection and Admission Process 24

C. Retention and Support Programs 26

D. Licensure 27

E. Continuing Education and Retention in the Profession 27

F. Meeting Critical Needs 28

Table of Contents

V. Unique Program Characteristics 28

VI. Figures

1. NCELP Instructional Design 11
2. NCELP Organizational Chart 17
3. Responsibilities and Commitments of Partners 20 - 21
4. NCELP Budget 23
5. Unique Program Characteristics 29 - 30

VII. Appendix

1. NCELP vs. Traditional Program 32
2. NCELP Curriculum Design Team 33
3. NCELP Leadership Proficiencies 34 - 45
4. ***PRINCIPAL*** Proficiency Profile 46
5. ***PRINCIPAL's*** Progress Report 47
6. Timeline of Activities 48
7. Letters of Support
   - Tarleton State University 49
   - Waco ISD 50
   - Killeen ISD 51

THE NEW CENTURY EDUCATIONAL LEADERSHIP PROGRAM :

an

ALTERNATIVE ADMINISTRATOR CERTIFICATION PROGRAM

I. Program Assessment For Continuous Improvement

A. Introduction

Tarleton State University, in collaboration with ten independent school districts, four Regional Educational Service Centers, two professional associations and one foundation request approval of an alternative certification program for principals entitled, The New Century Educational Leadership Program (NCELP). NCELP is designed to prepare principals who can envision and lead learner centered schools which are capable of meeting the diverse needs of Texas students. The program will initially address principal training needs for mid-sized urban and suburban districts, with specialized training opportunities for rural districts to be developed at a later date. NCELP will especially target leadership candidates from minority and under represented populations. This document presents a description of the New Century Educational Leadership Program and provides evidence of the collaborative's ability to deliver such a program. Further, the proposal serves as Tarleton State University's application for program approval under the Requirements for the Alternative Certification of Administrators Chapter 19 TAC §141.482.

B. Needs Statement

As Texas moves into the 21st century, there is a growing awareness that its educational system must undergo major changes in order to sustain and improve the economic competitiveness and the quality of life desired by its citizens and taxpayers. Creating learner centered communities, which can effectively meet the diverse needs of the populations served, will require nothing less than a new generation of educational leaders. Accordingly, the development of these new century educational leaders will also require alternative and dramatically different administrator preparation paradigms.

The NCELP prototype will be different from conventional university certification programs in five significant ways: (Appendix 1 provides a detailed description of Tarleton's traditional principal preparation model compared to the NCELP.)

1. The NCELP will periodically reevaluate and modify the program to insure quality and equity in providing unique principal training.
2. The NCELP will provide up-to-date conceptual, technical and human relations skills training necessary for principals to be effective instructional leaders in current and future educational settings.
3. The NCELP will rely upon current research and technology to employ a dramatically different training design and delivery system in teaching prospective administrators.
4. The NCELP will be designed and implemented in collaboration with universities, school districts, regional educational service centers, businesses and other human service organizations.
5. The NCELP will be proactive in identifying, recruiting and assessing prospective educational leaders (especially talented minority candidates and under represented populations) by incorporating a variety of assessment and selection techniques within the program.

The NCELP represents, therefore, a unique university paradigm for selection, training, and certification of principals in genuine partnership with the state's public school districts. The program is collaboratively developed, primarily field-based, performance oriented and designed to deliver instruction that meets the individual learning needs of the participants. It is designed as a two-year program involving a cadre of 20 - 25 ***PRINCIPALS - IN - RESIDENCE*** , referred to herein as ***PRINCIPALS***.

C. Collaboration and Involvement in Program Design

The Department of Education and Psychology at Tarleton has worked collaboratively with surrounding school districts for many years in a variety of professional development and school improvement ventures. As examples, the Cross Timbers School Development Council provides leadership development and school board training programs for Superintendents and board members in over 70 school districts. The Effective Schools Project is one of the nation's oldest and largest school improvement projects, involving vertical teams from 50 campuses and 4 regional service centers. The Tarleton Model for Accelerated Teacher Education (TMATE), the state's first

university-based alternative teacher certification program, has provided over 350 teachers to the rural schools in the Tarleton service area. These programs, each approaching a decade of service, were started and continue in response to the expressed needs of area school districts. They are indicative of the university's ability to work collaboratively with school systems, as well as the institution's commitment to long-term school improvement.

A primary objective of the New Century Educational Leadership Program was to build on the university's strong record of collaboration in order to design an innovative leadership curriculum and delivery system. To achieve this purpose, Tarleton hosted two design workshops. On June 6, 1994, a Curriculum Design Team comprised of approximately 55 teachers, administrators and leadership specialists representing area school districts, Education Service Centers (ESC's), the Texas Education Agency (TEA), business, industry and the university met on the Tarleton campus in an all-day Curriculum Design Workshop to review and discuss the program content. (Appendix 2 contains a partial list of attendees.)

The Curriculum Design workshop included presentations and discussions on changing state and national standards for the principalship featuring Dr. Scott Thomson, Executive Director of the National Policy Board on Educational Administration (NPBEA). Using the leadership standards recommended by the NPBEA, combined with TEA's Proficiencies for Administrators and related ExCET outcomes, the Curriculum Design Team engaged in a series of activities enabling them to systematically rate the importance of each leadership skill, identify and recommend a scope and sequence of these skills for inclusion in the program, suggest techniques for instructional delivery, and provide strategies for program evaluation.

Following this initial Curriculum workshop, a Program Design Group (a subcommittee of the original Curriculum Design Team) met on September 28, 1994 to analyze the data generated by participants in the Curriculum Design Workshop. The Program Design Group utilized these results to develop a unique framework for delivering the NCELP.

These combined working meetings yielded invaluable suggestions and perspectives which established the cornerstone for the development of the program described herein. This design process also reflects the capacity of all partners to work creatively together to design and implement a model leadership development program.

D. Ongoing Program Assessment

The program design coordinator, in collaboration with a standing Assessment and Evaluation Committee, will be responsible for designing and conducting a comprehensive program evaluation. This evaluation will include both process and product components which will focus on the training design, program content, and the patterns of leadership development evidenced by participating ***PRINCIPALS***. The executive advisory board will review the evaluation annually and act on suggested modifications.

As one element of the process evaluation, perceptions regarding matters such as program content, delivery system and ***PRINCIPAL*** growth and improvement will be collected via questionnaire from all parties involved in the program. Other process evaluation measures will include a ***PRINCIPAL'S*** portfolio, and a ***PRINCIPAL'S*** Comprehensive Assessment series. (More details on the process evaluation design may be found in Section II. D -***PRINCIPALS*** Comprehensive Assessment.)

Product assessment will include measures which yield data regarding final outcomes or effects of the entire NCELP. Product assessment activities will occur at the end of the internship year (the interim product evaluation), and at the conclusion of the residency year (final product evaluation). At these points, the mentorship team will meet with each ***PRINCIPAL*** to conduct annual performance reviews summarizing the professional growth and development of each program participant, as it relates to the leadership proficiencies. The first-year performance review will center on the completion of the Proficiency Profile. The second year performance review will serve as the summative product evaluation and in addition to an update of the Proficiency Profile, it will include additional objective data including the ExCET scores, ILT/TTAS training appraisals, a ***PRINCIPAL*** performance evaluation using the school district's administrative appraisal instrument, and the results of the school improvement project. In addition to these items from the annual performance reviews, a comprehensive evaluation survey will also be distributed to NCELP partners and participants to secure their observations of the overall effectiveness of the project and to gain their recommendations for improvement of the program.

Finally, NCELP's Assessment/Evaluation committee will conduct ongoing monitoring and evaluation of the program through the use of informal visits and interviews conducted with participating ***PRINCIPALS***. NCELP staff will aggregate the results of

these various product evaluations and present the findings in a comprehensive report to the Executive Advisory Board at the end of the second year of the project.

II. Program Conceptualization/Development

A. Background Research and Development

In developing the NCELP curriculum several national and state research and development initiatives were reviewed in order to identify current and effective instructional practices in principal development. Exemplary university-based programs such as the Harvard and Texas A&M's Principal Centers, as well as the Danforth Programs for the Development of School Principals provided excellent models of best practice in principal development. Principals training programs offered by the Center for Creative Leadership in Greensboro, North Carolina also yielded useful program information. Additionally, the NCELP design draws heavily from the Region 13 COHORT ADMINISTRATOR CERTIFICATION PROGRAM.

The NCELP proficiencies were based on the recent research of the National Policy Board for Educational Administration (NPBEA), *Principals for Our Changing Schools Knowledge and Skills Base*, (1993); the Texas Education Agency's, *Learner-Centered Schools for Texas: Proficiencies for Administrators* , (February, 1994); the ExCET mid-management objectives; and the Sid Richardson Task Force on the Principalship.

In addition to reviewing leadership curricula and instructional practices in other programs, Tarleton and its collaborators chose to develop and implement a limited program prototype in order to achieve first hand experience with field centered, performance-based delivery systems. Tarleton State University, in partnership with the Region 12 Education Service Center in Waco, offered the first Principals' Action Laboratory in July, 1994 with a cohort of eighteen school leaders. The program model contained many of the curricular and program components incorporated in the NCELP delivery system, thus allowing the faculty opportunity to explore a variety of formats for leadership development. The Action Lab is an excellent illustration of the University's support of quality leadership development programs and the institution's commitment to experimenting with and adapting innovative modes of instruction.

B. Comprehensive Instructional Delivery System

In addition to the research and development activities referenced above, findings regarding the nature of adult learners were also integrated into the design of NCELP training modules, and participant responsibilities. Thus the delivery system allows the participants to be self-directing, incorporates a wide range of field-based, "hands-on" experiences, provides both extrinsic and intrinsic motivation; and clearly delineates the required program proficiencies. Based on these assumptions, the NCELP training design incorporates the following delivery components:

1. Integrated Proficiency-Based Curriculum: The NPBEA's 21 domains, combined with TEA's administrator proficiencies and correlated with appropriate ExCET objectives, serve as a comprehensive framework for the NCELP curriculum. (Appendix 3 delineates the leadership proficiencies which will be addressed in each program stage, within the program modules.) Through their work with a series of national focus groups, the National Policy Board for Educational Administration (NPBEA) has identified the knowledge, skills and attributes required of contemporary principals to meet the tasks, expectations, and responsibilities of the campus leaders today and in the future. The proficiencies identified by the Texas Education Agency in their publication on Learner-Centered Schools reflect what Texas practitioners regard as critical for administrators to know and demonstrate in working successfully with the state's diverse student population. Integrating these three sets of principal proficiencies assures that NCELP participants are exposed to the most up-to-date and relevant curriculum to master the skills for future principals.

2. Assessment Laboratories: Assessment labs are designed to give participants feedback regarding their management potential and current level of performance. Assessment labs are scheduled at the beginning, the middle and the end of the program, in order to facilitate ***PRINCIPAL*** self-direction and to provide each participant with objective feedback regarding his/her professional development. These assessment labs provide orientation, assessment, feedback, and celebration. During the labs, participants will evaluate their skills, develop and refine their professional development goals and write an individual Professional Development Plan (PDP). The PDP's are for use by the ***PRINCIPAL***, in collaboration with the university and principal mentor, to design the individual's program. Individual data from these assessment labs will not be used in annual performance evaluations, except as the ***PRINCIPAL*** determines his/her overall growth in the program.

3. Instructional Blocks: Instructional blocks are extended, full-day instructional activities delivered during the summer over a four to six week period. The classroom modules introduced during the block will provide the conceptual knowledge, policy information and instructional research necessary to function effectively in a principalship assignment. Instruction will be guided by appropriate Tarleton faculty, clinical faculty, ESC specialists, and contracted consultants, including leaders from business and industry.

4. Instructional Seminars: Instructional seminars will address policy and implementation issues in school administration and analyze different courses of action. Seminars will be facilitated by practicing exemplary principals, university professors, and/or educational service center trainers. These seminars will be scheduled for weekends on a periodic basis during the intern and residency years.

5. ***PRINCIPAL*** Internship and Residency: The internship and the residency are the field-based core of the program and present structured on-the-job learning opportunities. ***PRINCIPALS*** are assigned as campus based administrators (assistant principals), working under the mentorship of an experienced exemplary principal and a trained university mentor. The first year field experiences, referred to as the internship, will allow application and extension of the proficiencies introduced in the pre-assignment block. The second year of field based learning is the residency year. The residency provides advanced learning opportunities including the completion of a major field-based school improvement project. ***PRINCIPALS*** will maintain a log of their experiences during their internship and residency years, focusing primarily on the goals identified on the individual PDPs. ***PRINCIPALS*** will be employed full time, with at least 60% of their time spent in campus-based administrative duties. (The other 40% time may be scheduled at the discretion of the district, depending upon the special needs of the district and/or the ***PRINCIPAL***.)

6. Field-Based School Improvement Project: During the residency year ***PRINCIPALS*** will complete a school-based improvement project which will focus on assessing learner needs and developing strategies to enhance student success in their respective residency school. Project selection will be jointly approved by the university mentor, the principal mentor, and the ***PRINCIPAL***. At the conclusion of the project ***PRINCIPALS*** will make a formal presentation of their project to members of the NCELP

Executive Board, program advisory committees, local school board members and colleagues.

7. Other Components:

a. Modular Instruction: The NCELP curriculum is divided into a series of instructional modules which form a cross-disciplinary and integrated program, including semester credit hour course work. Within each module, specific skills or strategies are addressed through a three step process which includes: (1) presentation of the theoretical or conceptual basis associated with the skills; (2) modeling and/or demonstration of each skill; and (3) simulated practice or field experience to reinforce the skills.

Instructional modules will emphasize the use of simulations, case studies, practice, performance coaching, structured feedback and follow-up. Principal and university mentors further support and reinforce modular skills through field-based practice opportunities associated with internship and residency experiences. Finally, reflective writing exercises for the ***PRINCIPALS*** Log will serve to reinforce a process of on-going assessment of their behavior and accomplishments.

b. Special Program Options: Three skill development programs offered through the National Association of Secondary School Principals (NASSP) will be incorporated into the training program: *Leader 1-2-3*, a program to develop skill and improvement in instructional leadership skills; *Let's Talk*, a program to help administrators use oral communication in making leadership decisions; and *From the Desk Of*, a program to develop written communication skills for school administrators. These programs are offered to ***PRINCIPALS*** on a volunteer basis. Given the results of their assessments and their professional goals, ***PRINCIPALS*** may choose to participate in the programs.

c. Technology: The use of technology will be paramount in promoting communications, as well as delivering instruction. During the internship and residency, students will be required to communicate with the program director via TENET for specific program deadlines and information. When possible and appropriate, students will access seminar sessions, for the internship and residency, via distance learning, rather than returning to the Tarleton campus. Students will also participate in at three modules which address: (1) instructional technology, (2) administrative technology, and (3) use of technology to enhance personal effectiveness.

d. Self Evaluation / Reporting: The ***PRINCIPAL'S*** Log of Experiences will be used by the ***PRINCIPAL*** for self evaluation and reporting on proficiency accomplishments. In developing journal entries, the setting (or context of the administrative activity) will be referenced as well as the functional skills employed and the programmatic result. The ***PRINCIPAL'S*** Log is a required part of the internship and residency requirements, and will be submitted to the mentor team at least twice during the internship, and once during the residency year. Students will be encouraged to submit the log to university faculty through TENET.

e. Mentorship Team: Experiences during the internship and residency will be jointly structured by a mentorship team including a principal mentor, a university mentor and the ***PRINCIPAL***. The mentor relationship will provide opportunities for ***PRINCIPALS*** to discuss their administrative experiences in the training program. Additionally, mentors provide on-site guidance, support, and encouragement to the ***PRINCIPALS*** during the internship and residency years.

The mentor training for university and principal mentors will focus on developing professional facilitators who will guide the ***PRINCIPAL*** in his/her field experiences. Both university and principal mentors will attend training seminars in order to ensure that their actions and support reflect the vision of the program. The program content and sessions for the mentors include the following:

(1.) Program Orientation: Mentors will participate in a three clock hour program orientation seminar on the following topics: understanding of the program design, structure, and philosophy; and a review of the knowledge and skills base used in the NCELP curriculum. Emphasis will be placed on mentoring as a viable component of the program. The seminar will be scheduled in August of the first summer session.

(2.) The Role and Stages of Mentoring: Mentors will participate in a two day seminar providing the theoretical foundation for the concept of mentoring. (This presentation will be based on the work of Dr. Muse, Brigham Young University, Provo, Utah and will emphasize the stages of mentoring: initiation, development, separation and the roles of mentoring: advising, appraising, coaching, communicating, counseling, guiding, modeling, motivating, protecting, skill developing, sponsoring, supervising, teaching, validating.)

(3.) Follow-up Mentor Seminars: Mentor follow-up meetings will be held in the spring of the internship year, the fall of the residency year and the spring of the residency year to discuss necessary program modifications and adjustments.

f. Observations/Conferencing: Observation and conferencing will be conducted by the university mentor, the principal mentor and the program director. ***PRINCIPALS*** will conference at least twice per year with the assigned university mentor.

PRINCIPALS will meet and conference with their principal mentors on a regular basis. During the internship year of the program, the NCELP ***PRINCIPALS*** will conference with their principal mentors at least two times per month or a minimum of 5 hours. The focus of the meetings will be to engage in reflective dialogue regarding the ***PRINCIPAL'S*** Log and to discuss projects, problems and insights. During the residency year, the ***PRINCIPAL*** will meet with the principal mentor at least once per month for at least 2 hours. The focus of the meetings will be the school improvement project.

C. Program Organization and Sequence of Instructional Activities

As depicted in Figure 1, the NCELP program components are organized into ten stages, and delivered in five distinct phases over a 25 month period. A detailed description of the content of each program stage, estimated clock hours and equivalent university credit hours is provided below. (Program timelines are delineated in Appendix 4.)

Stage 1. Pre-Assignment Lab includes program orientation, networking opportunities, and the first assessment series. Working with the Center for Creative Leadership, Greensboro, North Carolina, the following assessment instruments will be used: BENCHMARKS, Myers-Briggs Type Indicator, and the Campbell Leadership Index, to assess the ***PRINCIPAL*** on their managerial skills and leadership style. During the laboratory the ***PRINCIPAL*** will also receive individual feedback on the assessment series. From the feedback information ***PRINCIPALS*** will develop a Professional Development Plan (PDP) and begin tracking their progress in mastering the NCELP leadership proficiencies. The assessment process, together with information obtained from the applicant screening phase, will also provide NCELP instructors with a baseline skills profile for each of the participating ***PRINCIPAL*** candidates. Stage 1 occurs during the first summer session. The ***PRINCIPALS*** spend approximately 30 clock hours and receive 1 credit hour in Stage 1.

Stage 2. Pre-Assignment Instructional Block includes 12 classroom modules. Stage 2 will be taught on the Tarleton campus during the first summer session. The

NCELP Instructional Design

Program, Stages, Titles	Pre-Assignment Lab	Pre-Assignment Block	Internship	Internship Seminars	Pre-Residency Lab	Pre-Residency Block	Residency	Residency Seminars	School Improvement Project	Post-Assessment Lab	Totals
Program Stage Numbers	1	2	3	4	5	6	7	8	9	10	10 Stages
Program Phases	Pre-Assignment		Internship		Pre-Residency		Residency			Post-Assessment	5 Phases
Number of Program Modules	3	12	6	12	3	12	6	12	6	3	75 Modules
Estimated Clock Hours	30	180	1,600	45	30	180	1,600	45	100	30	650 Classroom 3,200 Field Based
Semester Credit Hours Equivalent	1	12	6	3	1	12	3	3	3	1	45 Credit Hours
Semesters	Summer I	Summer I	Fall/Spring I	Fall/Spring I	Summer II	Summer II	Fall/Spring II	Fall/Spring II	Fall/Spring II	Summer III	7 Semesters
Dates	May 1995	June 1995	Aug 1995 May 1996	Oct 1995 April 1996	June 1996	June 1996	Aug 1996 May 1997	Oct 1996 April 1997	June 15 1997	June 30 1997	25 Months

Figure 1 - 11

following topics are addressed in the pre-assignment block: leadership, performance evaluation, organizational theory, financial management, school law, multicultural diversity, environmental scanning, and student management. ***PRINCIPALS*** spend approximately 180 clock hours during this first instructional block and receive 12 credit hours.

Stage 3. Internship is the first year administrative assignment in a school district. The ***PRINCIPAL*** is employed by the district as an assistant principal or principal, spending at least 60% of his/her time in administrative duties. (The other 40% time may be scheduled at the discretion of the district, depending upon the special needs of the district and/or the ***PRINCIPAL***.) During this time the ***PRINCIPAL*** will maintain the reflective journal in the form of the ***PRINCIPAL*** log. The reflections in the log will include topics such as motivation, judgment, technology, communication and other proficiencies included in the Pre-Assignment Block modules. Assigned duties for the internship will begin in August and end in June of the following year. The internship provides approximately 1,600 clock hours of on-the-job training and ***PRINCIPALS*** receive 6 credit hours for this year long experience.

Stage 4. Internship Seminars include 12 modules which will address specific needs of the ***PRINCIPAL*** cohort as identified by principal mentors, university mentors, and the curriculum advisory committee. Seminars will be scheduled at the partner school districts, the participating ESC's, or at the Tarleton campus via distance learning. Internship seminars begin in October and continue through April, occurring monthly. Topics will include: effective schools research, site-based decision making, administrative use of technology, alternative programs for special needs students, facilities design and administration, student scheduling, and special programs. The intern will devote approximately 45 clock hours to seminar instruction during the internship and will receive 3 credit hours.

Stage 5. Pre-Residency Lab is the second assessment module. During this stage, ***PRINCIPALS*** will participate in the National Association of Secondary School Principals (NASSP) Assessment Center. Trained assessors will provide feedback on ***PRINCIPAL*** leadership behavior in a series of simulation activities that relate to twelve dimensions of leadership. Following the assessment and feedback from the center, the ***PRINCIPAL*** will reevaluate his/her professional development plan and goals. The NASSP Assessment Center is conducted during the summer following the internship.

The ***PRINCIPAL*** will spend 30 clock hours in the assessment lab and receive 1 credit hour.

Stage 6. Pre-Residency Instructional Block includes 12 classroom modules covering the following topics: personnel supervision, program supervision, public relations, instructional use of technology, policy and political inferences, instructional practices, administration of instruction, staff development, and trends and issues in curriculum and instruction. The Pre-Residency Block will be taught at Tarleton during the second summer session. The ***PRINCIPAL*** will devote approximately 180 clock hours and receive 12 credit hours.

Stage 7. The Residency will be the second year-long internship where the ***PRINCIPAL*** hones his/her administrative skills. In the ***PRINCIPAL*** Log, the ***PRINCIPAL*** will reflect on the following topics: implementation of programs; field research; delegation and empowerment of work teams; site-based decision making; unique attributes of the high school, middle school and elementary school; and student support services. Resident work responsibilities will be individually tailored for each ***PRINCIPAL*** based upon the first year assessment of the individual by the principal mentor and the university mentor. The Residency will involve approximately 1,600 clock hours on-the-job and the ***PRINCIPAL*** receives 3 hours of credit.

Stage 8. Residency Seminars include 12 modules and address specific needs of the ***PRINCIPAL*** as perceived by the mentors, university faculty, and the curriculum committee. The residency seminars will also focus on the development of the learner centered school improvement project and include the following topics: information collection, problem solving, school improvement for student learning, design of action research. Residency seminars will begin in October and continue through April occurring approximately once a month. The ***PRINCIPAL*** will spend 45 clock hours in these seminars and will receive 3 credit hours.

Stage 9. Field-Based School Improvement Project is an applied research project specifically designed, implemented, and evaluated by the ***PRINCIPAL*** based on an identified student learning need at the assigned school site. The project is undertaken as the major focus of the Residency. The final written product will include a statement of rationale for the project, a plan of action for the project, and a description of the results of the project. Each ***PRINCIPAL*** will provide a written and verbal report of the

project to the Executive Board and others at the conclusion of the study. Project design and development will begin in the summer, with presentations in May and June of the final program year. The ***PRINCIPAL*** will spend a minimum of 100 clock hours in this task and receive 3 credit hours for the project.

Stage 10. Post Assessment Lab is designed as a culminating experience and will provide the ***PRINCIPAL*** the opportunity to reflect and modify his/her professional development plan for the future based upon the total experience acquired in the program. Completing ***PRINCIPALS*** will also participate in the program evaluation through reflection of their individual growth and learning. This final activity occurs in June 1997. The lab requires approximately 30 clock hours and ***PRINCIPALS*** receive 1 credit hour for the program.

D. Comprehensive Assessment of *PRINCIPALS - IN - RESIDENCE*

Clear and constructive performance data is essential in order to accelerate the professional development of these prospective educational leaders. As noted above, the NCELP will include a variety of product and process evaluation measures with which to gauge the progress of participants and assess their overall leadership proficiency.

The NCELP design incorporates two intensive assessment labs which provide the ***PRINCIPAL*** with information on their managerial skills and leadership style. ***PRINCIPALS*** will first participate in a Pre-Assignment Laboratory in which they complete a battery of assessment instruments including BENCHMARKS, Myers-Briggs Type Indicator, and Campbell Leadership Index, coordinated by the Center for Creative Leadership. These instruments provide a measure of the candidates experience, background, and perceptions from their colleagues; a personality preference indicator; and a measure of personal characteristics of leadership. This assessment series, together with an assessment of the NCELP leadership proficiencies, will be the basis for the candidate's development of his/her individual professional development plan (PDP) and program goals.

During the Pre-Residency Lab the ***PRINCIPAL*** will participate in the NASSP Assessment Center. Through a series of simulation activities, trained assessors will evaluate each ***PRINCIPAL'S*** behavior as it relates to twelve dimensions of leadership: problem analysis, judgment, organizational ability, decisiveness, leadership, range of interests, sensitivity, personal motivation, stress tolerance, educational values, oral

communication, and written communication. The assessment profile generated for each individual will aid in further refining the individual professional development plan (PDP) for the residency year of the program. Additionally this second assessment will serve as one means of documenting first year progress of the ***PRINCIPALS*** in the program.

Throughout the program, ***PRINCIPALS*** will maintain a portfolio of work in progress including: (a) the ***PRINCIPAL'S*** Log; (b) an ongoing Professional Development Plan; (c) a record of observations and conferences with mentors; (d) a progress report on the field based school improvement project; and (e) a record of mastery of leadership proficiencies. (The Principals Proficiency Profile which records mastery of leadership proficiencies Appendix 4.) The portfolio may also include samples of communications and documents, video records of presentations, and copies of external supervisory evaluations of campus performance.

Finally, members of the mentorship team will develop a comprehensive performance rating which will reflect the ***PRINCIPALS*** overall performance for the entire two-year period. This comprehensive performance rating will address six major components: (1) mastery of the leadership proficiencies associated with each instructional module; (Appendix 4) (2) results of the Instructional Leadership Training(ILT) and the Texas Teacher Appraisal System (TTAS) training; (3) accomplishment of individual goals as identified in the Professional Development Plan (PDP); (4) results of the field-based school improvement project; (5) the results of the ExCET; and (6) presentation of the ***PRINCIPAL's*** portfolio, including the ***PRINCIPAL's*** log.

III. Program Commitment and Resources

A. Commitment and Capacity of Sponsoring Entities

A key aspect of the NCELP is the formation of a strategic partnership which provides the necessary support for ongoing collaboration in the design, development and implementation of this state-of-the-art leadership development program.

Eighteen partners have been invited to serve as charter members of the project during 1995-97. It is anticipated that membership will be expanded over time to include other

school districts especially smaller, rural school organizations. Charter members include the following:

Independent School Districts	Regional ESC's	University
Arlington ISD	Region 11	Tarleton State University
Copperas Cove ISD	Region 12	
Granbury ISD	Region 13	**Agency**
Hurst/Euless/Bedford ISD	Region 14	Texas Education Agency
Killeen ISD		
La Vega ISD	**Professional Associations**	
Mineral Wells ISD	TX Assn. for Secondary School Principals	
Temple ISD	TX Business and Education Coalition	
Waco ISD		
Weatherford ISD	**Foundation**	
	The Sid Richardson Foundation	

B. Organization and Governance of the Program

When final institutional agreements are in place, the NCELP alliance will begin to function more formally under the auspices of an Executive Advisory Board, working through the project staff. The formal organizational structure for the NCELP is designed to facilitate on-going collaboration and broad-based participation throughout the project. The organizational structure is described below and depicted in Figure 2 which follows.

1. The Executive Advisory Board consists of the CEO's (or their designees) from each of the charter organizations, as well as the Dean of the College of Education, Dr. Ronnie Sheppard, and the Dean of Graduate Studies, Dr. Ron Bradberry, from Tarleton State University. The Board members will elect their own chair and/or other standing officers. This board will establish operating policies for the project and appoint members to the program advisory committees in collaboration with the Tarleton program staff. The Executive Board will function in a collegial manner and will provide a framework and model for school-university collaboration throughout the entire project.

2. Program Advisory Committees include three standing advisory groups, each addressing key operational components of the program. These groups include an Instructional Advisory Committee, a Screening and Selection Committee, and an Assessment and Evaluation Committee. These committees are comprised of members

from the partner school districts, the ESC's and the professional associations appointed by the Executive Board. Respectively, these committees provide suggestions and review of program content and design; the screening and selection of the candidates; and the final assessment and evaluation of the program. Members of all committees also participate in the intern assessment process.

3. Program Staff will include a Program Director, a Program Design Coordinator, and a Coordinator of School-University Initiatives, as well as other Tarleton Educational Leadership faculty. All program staff have had recent and extensive public school teaching and administrative experience in both rural and urban settings. The staff will prepare all program policies for review by the Executive Advisory Board and oversee overall daily operations of the project in collaboration with the Executive Advisory Board. Specific duties and responsibilities of the program staff are listed below:

a. Program Director: Dr. Mark Littleton. Department Head, Education & Psychology, Tarleton State University

The Program Director will have overall responsibility for program management and implementation. Major responsibilities include:

* Communicating with the Executive Advisory Board on program policies and operations;
* Overseeing all program development and operations at the university;
* Recruiting candidates for the program;
* Reviewing and evaluating transcripts;
* Assisting districts and applicants in determining eligibility status;
* Administering fiscal affairs;
* Recommending interns for certification to the Texas Education Agency, in conjunction with the superintendent of the supervising school district;
* Coordinating activities of all mentor principals;
* Conducting on-site visits to monitor overall operations of the project.

b. Program Design Coordinator: Dr. Mary Alice Obermiller, Visiting Professor, Education & Psychology Department, Tarleton State University

The Program Design Coordinator will have responsibility for design and development of the project's curriculum and assessment systems, as well as program evaluation in collaboration with the advisory committees. Primary responsibilities include:

* Meeting with advisory committees to plan and review curriculum, assessment and evaluation;

* Overseeing development of all the curriculum documents and related reports;
* Coordinating, aligning, and editing the curriculum modules;
* Coordinating all program evaluation activities and related reports;
* Training program mentors and other staff;
* Coordinating all performance assessment activities.

c. Coordinator of School-University Initiatives: Dr. Bill Reaves, Associate Dean, College of Education and Fine Arts, Tarleton State University

The Coordinator will have overall responsibility for program promotion, public relations, and the program coordination with other school-university initiatives. Major responsibilities include:

* Developing and disseminating promotional materials in support of the project;
* Serving as a liaison with all partners to assure ongoing school and university collaboration;
* Administering grant funds from the Sid Richardson Foundation and serving as liaison with other funding agencies;
* Coordinating special events and arranging workshops or specialized field trips associated with the projects.

d. Secretarial Staff and Graduate Assistant(s):

The secretarial staff and graduate assistant(s) will assist project staff in the day to day operation of the program. They will assist the program staff with:

* Coordinating training activities;
* Assisting with public awareness of program activities;
* Assisting districts and applicants in determining eligibility status;
* Maintaining individual ***PRINCIPAL*** files;
* Maintaining program files and computer data banks;
* Disseminating program correspondence.

e. University and Principal Mentors

Exemplary administrators in partner schools will be designated as adjunct faculty. In addition, Tarleton faculty from the Education Administration Department will be designated NCELP University Mentors. Their responsibilities are delineated on Figure 3, which follows.

f. Contract consultants:

Contract consultants will be experts in their fields and will be contracted for the specific activities in the following areas as needed:

RESPONSIBILITIES AND COMMITMENTS OF PARTNERS

School Districts	Tarleton State University	*PRINCIPAL*
• Serve as a member of the Executive Advisory Board (the Superintendent or designee). • Appoint district members to the program advisory committees, including assessors for the assessment centers. • Employ NCELP *PRINCIPALS* IN RESIDENCE in full-time paid internship positions. • Pay an annual program fee to the fiscal agent (Tarleton NCELP) in the amount of $2,000 per *PRINCIPAL* employed in the school district. • Select and assign one exemplary principal per *PRINCIPAL* employed in the district to serve as a mentor principal. • Provide on-site support and assistance for *PRINCIPALS* and mentors such as release time and access to information. • Provide up to 10 days of release time per academic year for *PRINCIPALs* to attend training and/or to meet with their mentor. • Provide up to 6 days release time for mentors to attend mentor training and/or to meet with their *PRINCIPAL*. • Complete a criminal record check on each *PRINCIPAL* employed in the district and forward a statement of clear/not clear to the Tarleton NCELP office by August, 1995. • Sign the formal District Agreement of Participation between the district, the *PRINCIPAL* and TARLETON to be placed on file at Tarleton NCELP office prior to the beginning of the pre-assignment lab, June 1995. • Recommend the *PRINCIPAL* for certification to the Texas Education Agency at the completion of the program, in conjunction with the NCELP Tarleton Program Director.	• Provide administrative and clerical staff necessary to coordinate all aspects of program between collaborators. (See Section IIIA). • Serve as the fiscal agent. • Develop/disseminate promotional and recruiting NCELP materials. • Assist in screening and selecting candidates. • Design, in collaboration with program Faculty and the Curriculum Advisory Committee, the overall instructional program and all related instructional materials. • Coordinate delivery of the instructional blocks for graduate credit. • Coordinate delivery of the Internship/Residency seminars. • Assist the Assessment and Evaluation Committee in evaluation of project effectiveness. • Maintain all records and files for the project. • Recommend the *PRINCIPAL* after completion of all work for a Masters Degree in Educational Administration. • In conjunction with the program Superintendents, recommend the student for certification to the Texas Education Agency, at the completion of the program.	• NCELP program *PRINCIPAL*- IN- RESIDENCE, will be an employee of the public school district as a campus assistant principal or principal and will simultaneously participate in the NCELP program as a Tarleton graduate student. The following are the responsibilities of the *PRINCIPAL*: • Meet all contractual obligations, including rules and regulations governing employment in the employing district. • Supply all personnel information to Tarleton and employing district as requested. • Commit necessary time and effort, over the 25 month period, to complete all program requirements for certification. • Participate in all program training activities as outlined in program calendar. • Participate in all of the requirements of the program including: the assessment centers, the seminars and the ExCET. • Develop a personal professional growth plan with measurable goals and maintain a Proficiency Profile. • Complete the *PRINCIPAL*'s Log. Update it each semester, review and discuss it with principal mentors, and submit it to the university mentor at the end of the semester. • Successfully complete all required outcomes as specified by Tarleton, including a portfolio of work and the presentation of the Field-Based School Improvement Project. • Pay all tuition and fees as stated in the *PRINCIPAL* agreement.

RESPONSIBILITIES AND COMMITMENTS OF PARTNERS

Mentors

MENTOR PRINCIPALS

Mentor principals will be exemplary principals as evidenced by their leadership ability; their influence in developing and maintaining the school as an example of an outstanding school; and by a minimum of 5 years of experience as a school administrator. Mentor principals will commit to the preparation of aspiring school administrators through willingness to spend time, energy, and self on mentoring activities. Mentors principals will be paid an annual stipend total of $500 ($1000 will be paid over the course of the two year program). Mentor principals responsibilities include:

- Serve as a mentor for ***PRINCIPAL*** during the two year program.
- Participate in 2 days of staff development per year.
- Review the ***PRINCIPAL*** Professional Growth Plan and Proficiency Profile and in conjunction with the ***PRINCIPAL*** select target areas for growth.
- Assign projects related to the target areas for growth and review the ***PRINCIPAL***'s progress.
- Monitor the completion of assignments and document growth on the PRINCIPAL's records.
- Provide information and guidance to the ***PRINCIPAL*** upon request and/or when deemed appropriate.
- Notify the university supervisors of concerns related to the performance of the ***PRINCIPAL***.

UNIVERSITY MENTORS

Tarleton professors will be designated university mentors. Their responsibilities include the following:

- Develop and teach program modules.
- Advise and visit assigned ***PRINCIPALS*** at least four times per year, and at least twice per semester.
- Convene cluster meetings with assigned ***PRINCIPALS***, during one of the reflective seminars each year.
- Assess internship job performance by documenting observations and consultations with the ***PRINCIPALS***, including review of the ***PRINCIPAL*** Log.
- Participate in and complete mentor training.

Collaborators

REGIONAL ESC'S

Regional ESC's will provide:

- Meeting space as requested.
- Assistance with recruitment of ***PRINCIPALS***.
- Consulting and staff development assistance.
- Assistance with the program development and dissemination.
- Access to professional development opportunities for principals and mentors.
- Access to technology for distance learning.

PROFESSIONAL ASSOCIATIONS

Professional Associations will provide:

- Access to and training in appropriate corporate management strategies that can be adapted to educational practice.
- Access to and/or demonstration of management technology.
- Assistance in recruitment of prospective ***PRINCIPALS*** from corporate sectors.
- Assistance with assessment centers and corporate training.

Figure 3 - 21

* Assisting with design of eligibility and screening criteria;
* Assisting with design of intern assessment procedures training;
* Assisting with the use of technology-based instruction;
* Assisting with design of mentor training;
* Training and delivery of modules;
* Assisting with program evaluation design, including formative and summative evaluation.

C. Partnership Responsibilities

In developing a viable partnership among the professional institutions, specific program roles, working relationships and institutional commitments have been identified to ensure delivery of an effective program. The institutional responsibilities and commitments for NCELP have been delineated on Figure 3 on the preceding pages. Each of these provisions will be incorporated into formal written participation agreements which will in turn be adopted by each institutional partner.

D. Program Budget

The annual program costs for participating ***PRINCIPALS*** and their employing district are listed below. The total operating budget for the NCELP program, including all in-kind contributions by all collaborating partners is included in Figure 4 which follows.

ANNUAL PROGRAM FEES AND EXPENSES INCURRED BY PARTICIPATING ***PRINCIPALS*** AND THEIR DISTRICTS

	Payee: Student*	District**
1. Application Fee to Tarleton Graduate School	20.	
2. Program Fee (Year 1)		$ 2,000.
3. Tarleton Tuition / Fees (Year 1 - 21HRS)	1,309.	
4. Program Fee (Year 2)		2,000.
5. Tarleton Tuition / Fees (Year 2 - 24 HRS)	1,520.	
	$2,849.	$4,000.

* Additional Fees for texts, ExCET examination and certification are the responsibility of the candidate.

** The district may deduct these program fees from the intern salary.

NCELP Budget

Budget Category Explanation	TSU CONTRIBUTION		PARTNERSHIP COST IN-KIND CONTRIBUTIONS			
	TSU Operating Budget	Richardson Grant	10 School Districts	4 Service Centers	2 Professional Associations	TOTAL
I. STAFF SALARY/BENEFITS						
A. Project Director (1/2 time)	38,000					38,000
B. Program Design Coordinator (1/2 time)		30,000				30,000
C. School-University Coordinator (1/3 time)	25,000					25,000
D. Secretary (full time)	12,000	12,000				24,000
E. University Faculty/Mentor (4 @1/2 time = 30,000 ea)	120,000					120,000
F. School Mentors/ Clinical Faculty (30 @ 1/10 time = 6,500 ea)	15,0		180,000			195,000
II. PRINCIPAL-IN-RESIDENCE Salaries/Benefits (25 @ approx 45,000 ea)			1,125,000			1,125,000
III. OPERATING EXPENSES						
A. Office/Instructional Space	--					
B. Printing/Copying	5,400	4,200				9,600
C. Telephone	1,000	2,000				3,000
D. Postage	1,000	2,000				3,000
E. Office Supplies/Materials	2,400	1,200				3,600
F. Instructional Supplies/ Materials	4,300	2,700				7,000
G. Instructional Equipment	10,000	4,000				14,000
H. Faculty/Staff Training	9,000	3,000				12,000
IV. CONTRACTED SERVICES CONSULTANT FEES/ EXPENSES						
A. Curriculum Design (10 days @600/day)		3,000		3,000		6,000
B. Instructional Delivery (14 days @1,500/day)		10,000		8,000	3,000	21,000
C. Performance Assessment (25 @ 600/assessment)		5,000		5,000	5,000	15,000
D. Program Evaluation (10 days @ 800/day)		8,000				8,000
TOTAL	**243,100**	**87,100**	**1,305,000**	**16,000**	**8,000**	**1,659,200**

IV. Program Equity

The NCELP will make special efforts to recruit candidates from minority and under represented populations into the program in an effort to address critical personnel needs in Texas schools. In order to meet this challenge the following recruitment, selection, and retention process has been developed.

A. Nomination and Recruitment of Candidates

Nominations of NCELP candidates will be sought from school superintendents, personnel administrators, principals and college professors. Individual applicants may also nominate themselves. Information regarding the program will be disseminated over a four state area (Louisiana, Oklahoma, Arkansas, and Texas), and to the five regional service centers and school districts in the Tarleton State University service area to actively recruit a diverse applicant pool. The partners will develop specialized recruiting approaches in order to secure a pool of minority candidates and under represented populations for perspective leadership positions.

B. Selection and Admission Process

NCELP will collaborate in the identification, recruitment and professional development of a cadre of ***PRINCIPALS*** for the first cycle. The following process will be used for selection and admission of the first cycle of candidates.

1. Minimum Requirements: For consideration for admission into the program, each applicant must meet the following minimum requirements as stated in Chapter 19 TAC §141.482 and approved by the State Board of Education.

(1)* Possession of basic skills in mathematics, reading, and writing as evidenced by holding acceptable scores on the state-mandated basic skills test. (TASP)

(2)* **Currently certified educators** must: (1) Posses at least a graduate degree from a regionally accredited institution of higher education with a grade point average of no less than 3.0 on a 4.0 system and at least three years of successful experience in a position included in the Texas Public Education Compensation Plan which included leadership responsibilities for a minimum of three other professionals who possess at least a baccalaureate degree; or (2) Possess at least a baccalaureate degree from a regionally-accredited institution of higher education with a grade point average of no less than 3.0 on a 4.0 system, completion of training in effective instructional practices, leadership ability, curriculum development, and communications skills. Candidates with a bachelor's degree must have at least five years of successful experience in a position included in the Texas Public Education Compensation Plan which included leadership

responsibilities for a minimum of three other professionals who possess at least a baccalaureate degree.

* **Candidates who do not hold a teacher certification** must: (1) Possess a graduate degree from a regionally accredited institution of higher education with a grade point average of no less than 3.0 on a 4.0 system, completion of management / leadership training, and at least three years of successful experience in organizational leadership which included leadership responsibilities for a minimum of three other professionals who possess at least a baccalaureate degree; or (2) Possess at least a baccalaureate degree from an accredited institution of higher education with a grade point average of 3.0 on a 4.0 system, completion of management / leadership training, and at least five years of successful experience in organizational leadership which included leadership responsibilities for a minimum of three other professionals who possesses at least a baccalaureate degree.

* In addition to the above, candidates with NO prior teaching experience will be provided extended internship opportunities in the classroom through Tarleton's TMATE (alternative teacher certification) program.

2. The Application: All nominees will be required to complete an application form. These application materials will provide the basis for the initial level of screening. Applications must include three professional references, including one from a practicing superintendent, and a structured writing sample, which will be holistically scored. Finally the application must include information regarding the candidate's professional background and experience, along with the following supporting documents describing: (1) certifications (if any); (2) university transcripts of all undergraduate and graduate work, including grade point averages; and (3) prior leadership training and experiences.

3. The Screening: Screening of applicants is a tri-level process including applicant review, finalist screening and cohort selection. The Tarleton NCELP staff are responsible for the applicant review (initial screening) of program applicants. Members of the Screening/Selection committee will participate in the finalist screening process and the cohort selection. The final cohort recommendations will be made by the Screening/Selection Committee and approved by the NCELP Executive Advisory Board. The tri-level process is as follows:

Level 1- Applicant Review : Initial screening of all applicants seeking entry into the NCELP will be conducted under the direction of the Tarleton NCELP staff. (The advisory committee will have access to the screening matrix.) These initial screening efforts will include a review of the applications to determine that

candidates fulfill minimum requirements such as degrees, grade point average, professional references, writing sample, and satisfaction of State Board of Education requirements.

Level 2 -Finalist Screening: Applicants who successfully complete the initial review will be invited to attend an NCELP Candidate Workshop. At the workshop finalists will participate in the activities described below in order for the committee to systematically acquire and organize objective information which will provide evidence and insight into the leadership potential of the finalists:

(1). Completion of a 360 degree feedback instrument using the Educational Administrator Effectiveness Profile (EAEP).

(2). Simulation (in basket) experiences focusing on organizational ability and identification of relationships among information.

(3). Panel interview before the committee members using the Principal Perceiver Interview Process developed by the Gallup Corporation.

(4). Presentation of a Record of Professional Accomplishment, a selected collection of articles and exhibits which provide the candidate's representation of their best and most relevant work to date in the 21 leadership domains identified by the NCELP leadership proficiencies.

(5). Completion of the District Application Process. Finalists will complete applications for their top three preferences of school districts for internship.

Level 3 - Cohort Selection and Notification: Based upon the performance information gleaned from the finalist workshop the scores of all finalists will be "charted" in a matrix format to enable review by the Screening/Selection Committee. Based on its analysis of the data, the Screening/Selection Committee will recommend a cohort of 20 - 25 ***PRINCIPALS*** for the NCELP program. The names of these finalists, along with a summary of interview results and the preferred district assignments will be directed to the Executive Board for final review and approval. Those candidates approved by the Executive Board will be notified immediately by the project director.

C. Retention and Support Programs

PRINCIPALS will be provided with on-going counseling and performance appraisal throughout the program by the project staff, as well as the university and principal mentor. University mentors will meet with the ***PRINCIPAL- IN - RESIDENCE*** and the principal mentor twice each semester to review the ***PRINCIPAL's*** log, discuss areas of

improvement in the ***PRINCIPAL'S*** performance and suggest modifications that need to be made in the instructional program. Principal mentors meet with the ***PRINCIPAL*** on a regular basis throughout the school year, in addition to being on-site for immediate consultation.

In the event that a ***PRINCIPAL*** does not satisfactorily meet the program requirements, every effort will be made to provide support programs, including the option of a third year of the cycle. Tarleton's NCELP staff will maintain necessary and appropriate personnel records on all prospective ***PRINCIPAL*** candidates who fail to meet all screening criteria, as well as performance assessment records on all participating ***PRINCIPALS.***

D. Licensure

Prior to licensure each ***PRINCIPAL*** administrator will fulfill the following requirements: (1) complete the approved NCELP program of instruction; (2) participate in and achieve acceptable scores on the Instructional Leadership Training (ILT); (3) participate in and achieve acceptable performance scores on the Texas Teacher Appraisal System (TTAS); (4) demonstrate mastery of the leadership proficiencies delineated in the program; (5) pass the ExCET; and (6) secure satisfactory performance ratings on the local school district administrator appraisal system. Upon successful completion of the above requirements the Superintendent of the employing school district and the Director of the NCELP program will jointly recommend the ***PRINCIPAL*** for licensure.

E. Continuing Education and Retention in the Profession

Tarleton is committed to the continuing development of highly competent, practicing administrators. As such Tarleton will offer special professional development opportunities and continuing education experiences for the ***PRINCIPAL-IN-RESIDENCE*** Cohort even after their completion of the program. During the program years and for two years following, members of the ***PRINCIPALS*** Cohorts are eligible to attend the Effective Schools Project (ESP) seminar series as well as Cross Timbers School Development Council workshops at no cost.

In addition, NCELP will organize and host at least one annual Cohort meeting for program "graduates " scheduled in conjunction with major educational conferences or workshops such as the Commissioners Mid-Winter Conference or Tarleton's annual Instructional Leadership Conference.

F. Meeting Critical Needs

As noted above the NCELP will especially target minorities and underrepresented populations in recruitment and retention in order to meet critical personnel needs in Texas. Throughout the curriculum the NCELP program will emphasize the specialized instructional needs of minority and special population students in Texas public schools in an effort to assure that ***PRINCIPALS*** are sensitive to and well equipped to address the needs of these particular students.

V. Unique Program Characteristics

This proposal for the New Century Educational Leadership Program is an application for program approval based on SBOE rules regarding Alternative Certification of Administrators, Chapter 19 TAC §141.482. Figure 5 on the following page summarizes NCELP program components which address each aspect of the rule.

V. Unique Program Characteristics

NCELP Program Characteristics	Proposal Reference	State Rule Reference
**The NCELP program is collaborative developed and administered between 10 independent school districts; four regional educational service centers, two professional organizations and a private foundation.	Section III B	(a-1) General Provisions
**The NCELP program is a campus principal certification program, with all proficiencies and field work reflecting the leadership of a campus principal.	Section I: B,C,	(a-2) General Provisions
**Participants in the NCELP program will be screened by a collaborative committee prior to acceptance and issuance of a term certificate. Participant progress will be evaluated by semester. Under extenuating circumstances students may take up to three years to complete the program.	Section IV: B,C,D	(a-3) General Provisions
** ***PRINCIPAL's*** will be recommended for certification by the superintendent of the participating school district and the Tarleton project director, Mark Littleton, at Tarleton.	Section III: A	(a-4) General Provisions
**All school districts, educational region centers and Tarleton State University are accredited at the time of this application.	Section III:A	(b-1) Requirements for an approved plan
**The NCELP partners have committed to funding and supporting the program over the two year cycle as evidenced by the program budget.	Section III: C	(b-2) Requirements for an approved plan
**The NCELP Executive Advisory Board has approved the program staff and committees necessary to collaboratively support the program implementation. The design includes the screening; mentoring training; and a ratio of two mentors - university and principal - per intern.	Section III A , Section IV B	(b-3) Requirements for an approved plan
**The NCELP program cycle is 25 months, with application, screening, and initial assessment another 3 months. See program activities timeline and the NCELP program chart.	NCELP Program Chart Section II C (Timeline Appendix 4)	(b-4) Requirements for an approved plan
**The NCELP program includes a student professional development plan and profile of student's proficiencies in all areas taught within the program.	Section B,C,D	(b-5) Requirements for an approved plan
The NCELP program targets the development of the campus principal. ***PRINCIPAL's* assignments include two years of employment as an assistant principal in a school district, under the supervision of an on-site principal mentor and a university mentor.	Section II B,C, Section III	(b-6-7) Requirements for an approved plan
**The applicant screening process includes preassignment screening by the NCELP Screening Advisory Committee and a criminal record review by the employing school district.	Section III: B; Figure 3	(b-8) Requirements for an approved plan
**The Assessment and Evaluation committee, appointed by the Executive Advisory Committee, in collaboration with the program design coordinator will conduct the program monitoring, review, and evaluation.	Section I: D	(b-9) Requirements for an approved plan

NCELP Program Characteristics	Proposal Reference	State Rule Reference
Every effort will be made by the participant, school district and university to insure the ***PRINCIPAL*'s success. At all times during the program, the ***PRINCIPAL***'s performance will be monitored by the principal and university mentors so that adjustments can be made on an ongoing basis. Any remedial preparation will be determined by the mentor and the ***PRINCIPAL*** to ensure success.	Section IV. E	(b-10) Requirements for an approved plan
Follow-up data and documentation of the programs and ***PRINCIPAL's* progress will be maintained at Tarleton State university.	Section IV	(b-11) Requirements for an approved plan
**Admission to the NCELP program requires the minimum requirements as delineated in Chapter 19, TAC §141.482 c.	Section IV. B	(c-1-3) Requirements for admission into the program
**The preparation program will be delivered in a series of modules consisting of proficiencies from the National Policy Board, the ExCET, and the Texas Proficiencies for Learner Center Schools. The following modules will be included:	Section II. B,C Figure 1 Appendix 3	(d-1-6) Requirements for comprehensive training
Core Knowledge (1) Effective schools design — Stage # 3 & 4 (2) Effective Teaching practices — #2&3 (3) Curriculum and Design — #6&7 (4) Critical Tinking and Problem Solving (All Modules) — #3,4, Internship & Residency (5) Ethics and Legal Principles — #2,3,4 (6) Financial Management — #7 and Residency		
Core Knowledge — Stage (1) Leadership — #2, Internship Performance Evaluation — #2, Internship Organizational Theory — #2, Internship Financial management — #4, Intenship Legal and ethical aspects — #2, Internship (2) Instructional leadership — #2, Internship Curriculum and Instruction — #6, Residency Performance Evaluation — #2, Internship Financial Management — #2, Residency Legal and Ethical aspects — #2, Internship		(e1-2) Training requirements for placement as an intern
PRINCIPAL's will complete all requirements for certification as evidenced by the components in their portfolio: completion of internship and program modules; ILT training; TTAS training; professional development plan on program proficiencies; district evaluations; and recommendation from the superintendent and the program director for certification.	Section II. D	(f) Requirements for certification
	Section I	(g) Requirements for approval review, and repproval of programs.

Figure 5 - 30

APPENDIX

NCELP vs TRADITIONAL PROGRAM

Component	Traditional Program	NCELP
I. Program Assessment for Continuous Improvement • Reevaluate and modify the program, collaboratively and periodically, to insure quality and equity in providing principal training for (1) urban and rural districts, (2) minorities and under represented populations; and (3) preparing principals who can create learner centered schools which meet the diverse needs of Texas students.	• Review of ExCET data by the faculty. • Recommend program modification by department. • Modified courses by individual faculty members. • Review of Program Content and Delivery via: ExCET results • Evaluate student's performance using: Grade Point Average ExCET results Intern placement	• Review of assessment data by the Assessment and Evaluation Committee • Recommend program modification by the Executive Advisory Board. • Evaluate program content and delivery. • Review of Program Content and Delivery via: Surveys Site-based visits ExCET results *PRINCIPAL's* performance • Evaluate *PRINCIPAL's* performance on leadership proficiencies • Review *PRINCIPAL's* portfolio, including: Module grades Professional development plan Proficiencies Profile Field Based School Improvement Project Campus Evaluations ILT and TTAS Training *PRINCIPAL's* Log ExCET Results
II. Program Conceptualization and Development • Provide up-to-date conceptual, technical and human relations skills training necessary for principals to be effective instructional leaders in current and future educational settings. • Use current research and technology to employ a dramatically different training design and delivery system in teaching prospective administrators.	• Use course proficiencies from ExCET and experience. • Develop coursed based on ExCET results. • Offer 45 hours for Masters & Certification Program. • Course requirements (45 credit hours) include: • 6 credit hours Field Based Internship • 9 credit hours out-of-education electives • Supervision of *PRINCIPAL* by university faculty. • Instruction delivered both on and off campus. • Instruction delivered only by TSU faculty. • Instruction delivered in conventional 3 hour format.	• Integrate leadership proficiencies from National Policy Board for Educational Administration, ExCET, and TEA's Learner Center Schools into curriculum • Develop program modules based on leadership proficiencies • Offer 45 credit hours for Masters & Certification Program • Modify previous course requirements to include: • 12 credit hours Field Based Internship • 3 credit hours Field-Based School Improvement Project • Technology • Public Relations • Resource Allocation & Finance • Structure *PRINCIPAL's* course work based on results from the assessment centers. • Use university faculty, national recognized experts and principal mentors for instruction. • Supervision of *PRINCIPAL* by university faculty and principal mentor. • Deliver instruction on and off campus. • Deliver instruction in three blocks, two day seminars and on-site.

BEST COPY AVAILABLE

NCELP vs TRADITIONAL PROGRAM

Component	Traditional Program	NCELP
III. Program Commitment and Resources • Design and implement program in collaboration with universities, school districts, regional service centers, businesses and other human service organizations.	• Decisions made by university. • Resources from university enrollment. • District collaboration limited to outside projects such as: Cross Timbers, Effective Schools Project and TMATE.	• Partnership between school districts, ESC's, professional organizations and foundations. • Resources committed from all partners. • Collaborative organizational structure.
IV. Program Equity • Proactive identification, recruiting and assessing prospective educational leaders (especially talented minority candidates) by incorporating a variety of assessment and selection techniques within the program.	• Recruitment by university. • Minimum university requirements used for identification. • Limited supervisions of interns in field	• Recruitment is joint responsibility among partners. • Partners jointly identifying prospective ***PRINCIPAL's***. • Extensive use of assessment centers to identify ***PRINCIPAL's*** strengths and weaknesses. • Additional mentoring of ***PRINCIPALS*** to increase program retention

NCELP CURRICULUM DESIGN TEAM

NAME	ORGANIZATION	POSITION
Harry Beavers	Regional ESC 12	Exec. Director
Dwain Bills	DeLeon ISD	Superintendent
Ron Burk	Stephenville	Principal
Ron Calloss	Hurst-Euless-Bedford ISD	Superintendent
Wayne Carpenter	Belton ISD	Principal
Ray Chancellor	Regional ESC 11	Exec. Director
James Dilworth	Fort Worth ISD	Principal
Jim Everitt	Hico ISD	Principal
Ann Farris	Killeen ISD	Asst.. Supt.
Nancy Fisher	Glen Rose ISD	Principal
Luis Flores	Fort Worth ISD	Principal
Lorraine Fulkerson	Mineral Wells	Teacher
Larry Groppel	Grapevine-Colleyville ISD	Asst. Supt.
Cynthia Guthrie	Justin ISD	Principal
Jim Hawkins	Killeen ISD	Asst. Supt.
Terry Harlow	Regional ESC 14	Exec. Director
Sharon Harral	Whitney ISD	Teacher
Barbara Herring	Bangs ISD	Teacher
Jean Holden	Texas Education Agency	Asst. Director
Mary Keller	Killeen ISD	Asst. Supt.
Pam Kruezburg	Waco ISD	Principal
Russell Livingston	Fort Worth ISD	Teacher
Ron Munday	Mineral Wells	Superintendent
Dick Parker	Copperas Cove ISD	Superintendent
Charles Patterson	Killeen ISD	Superintendent
Sarah Pinner	Whitney ISD	Teacher
Sylvia Powers	Burleson ISD	Teacher
Jack Reeves	Temple ISD	Superintendent
W.L. Sanders	Copperas Cove ISD	Principal
Kim Schmidt	Stephenville	Teacher
Gail Shemake	Weatherford	Teacher
J.D. Shipp	Fort Worth ISD	Asst. Supt.
Larry Smith	Brown & Root	Manager
Ron Smith	Harris Hospital	President
Joe Tison	Weatherford ISD	Superintendent
Fred Zachary	Waco ISD	Superintendent
Marlene Zipperlen	Clifton ISD	Superintendent

STAGE 1: PRE-ASSIGNMENT BLOCK *Assessment Series* *Professional Development Plan* *Orientation Year 1*	Domain 1: Leadership	Domain 4: Judgment	Domain 7: Delegation & Empowerment	Domain 16: Oral and Nonverbal Expression	Domain 17: Written Expression	Domain 18: Philosophical and Cultural Values	E1: Understanding Trends and Issues in Education	E4: Apply Ethical Principles to Educational Practices and Populations	T1: Learner Centered Leadership	T4: Learner Centered Professional Development	

DOMAIN (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

STAGE 2: PRE-ASSIGNMENT BLOCK	Domain 8: Instruction	8.16 Identify several elements of school culture that support teaching and learning	8.20 Apply critical pedagogy to three disparate socioeco nomic settings	T3: Learner Centered Curriculum and Instruction	T3e Utilize the influence of social issues, policial forces, and future trends in planning curriculum	T5: Equity in Excellence of All Learners	T5d Commitment to working with a diverse learning community	T5h Emphasize the similarities in a diverse community in order to create bonds	T5i Actively seek to eliminate racism, sexism, and other forms of discrimination	T5j Include cross-cultural experiences as an integral part of the learner centered community	T5k Assist in the affirmation of the diverse cultures of the school culture
SCHOOL CLIMATE & CULTURE *ENVIRON-MENTAL SCANNING* *MULTICULTURAL DIVERSITY*	Domain 1: Leadership	1.2 Gain insights into a school's culture and school members personal hopes and dreams	1.3 Apply knowledge of socioeco nomic and educational trends innovations and new paradigms to schools and assess how each might affect schools in the future	T3: Learner Centered Curriculum and Instruction	T3e Utilize the influences of social issues, political forces, and future trends in planning	T5: Equity in Excellence of all Leaders	T5f Follow the changes in demographics to better understand the community	T5m Use the changes in demograph ics to make decisions about contemporary conditions			
	Domain 18: Philosophi-cal and Cultural Values	18.3 Demonstrate appraisal of their own values and the values of others	18.4 Demonstrate knowledge of the dialectic of freedom in American education	18.5 Identify and appreciate the tensions underlying valued conflicts in Amenca Education	18.7 Identify the diversity of values present in a complex, heteroge-neous, & pluralistic democracy	18.8 Identify the diversity of values in global society	18.12 Understand that reality is socially constructed				
	T5: Equity in Excellence of all Learners	T5a Promote equity in excellence for all students	T5b Recognize and accom modate the diversity among students and staff	T5d Show a commitment to working with a diverse learning community	T5e Ensure that all members in the learning community have an equitable opportunity to achieve	T5f Respect all learners and their diversities	T5g Express sensitivity to the needs of diverse learners	T5n Develop an appreciation of diversity an awareness of common needs	T5o Develop the ability to communicate and work collaboratively toward common ends		

DOMAINS (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

STAGE 2: PRE-ASSIGNMENT BLOCK	**Domain 19: Legal and Regular Regulations**	19 - 3c The statutory and regulatory criteria applicable to certification, selection, evaluation, corrective discipline, dismissal, nonrenewal, or reduction in force in Texas	19-5 Demonstrate knowledge of principles applicable to the administration of contract, grants and financial accounts in a school setting by identifying:	19-5b Powers and duties applicable to the management and administration of the contract of employment.	**E18: Identify the rights and responsibilities of teachers.**	E181 Identify the constitutional rights and responsibilities of teachers	E182 Identify the contractual issues related to teachers rights and responsibilities	E183 Identify the liability issues related to teacher rights and responsibilities	E184 Identify the federal, state and local policies related to teacher rights and responsibilities	**E19: Identify procedures for recruiting, interviewing, selecting and assigning staff.**	E191 Identify procedures and legal guidelines for recruiting, screening, interviewing and selecting staff
Personnel Laws and Regulations *Student Laws & Regulations*	E192 Identify procedures and criteria for assigning staff	E20: Identify causes of and procedures for suspending, non-renewing and dismissing staff.	E202 Identify the reasons and procedures for nonrenewing staff	E203 Identify standard grievance procedures for staff.							
	Domain 10: Student Guidance and Governance	10-4C The principal can critique the case involving the publication of racially sensitive material in the school newspaper using principles of school law and a sample district and school policy (Problems)	**E37: Understand student rights and responsibilities.**	E371 Understand constitutional issues related to student rights and responsibilities	E372 Understand legislation and regulations related to student rights and responsibilities and their characteristics	E391 Analyze appropriate and legal student disciplinary measures	E38: Understand the maintenance and use of student records	E381 Understand the regulations regarding access to student records	E382 Understand procedures for maintaining and using student records	E383 Understand the issues of confidentiality related to maintaining and using student records	

DOMAINS (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

STAGE 2: **PRE-ASSIGNMENT BLOCK** *Student Management and Discipline*	**Domain 10: Guidance and Development**	10 1A Presented with a sample statement of student responsibility and associated discipline system, the principal can analyze the document applying basic principals of human growth and development relevant to student age levels	10 1C As an elementary school principal, is able to describe how school-wide student government can be integrated with instructional management programs	10 2C As a middle school principal, is able to describe the variety of student activities that a typical student population would sponsor during school time activity periods	10 3A Presented with a case description of a student with behavior problems the principal can use basic principles of student growth and development to prepare a set of questions that should be answer before the school takes appropriate action	10-3C As a high school principal, is able to develop a job description for a student activities director serving the needs of a racially diverse student population	10 5C Can explain the relationships between student activities and instructional programs and can describe ways to monitor the comprehensive opportunities each provides	10-6C Can identify criteria by which student activities programs may be evaluated	10 4A Presented with a situation involving a faculty members who lack understanding of the basic principles of student growth and development the principal can describe an appropriate staff development intervention	**E14: Understand factors involved in building level student services management**	E141 Understand factors involved in managing student transportation services
	E142 Understand factors involved in managing student food services	E143 Understand factors involved in managing student health services	E144 Understand factors involved in managing student field trips	**E39: Analyze the procedures and standards of student discipline.**	E392 Understand the functions and characteristics of behavior management strategies related to student discipline	E393 Understand the influence of the learning environment on student discipline	E401 Understand types of students organizations and their functions	E402 Understand the purposes and functions of student organizations and activities	E403 Understand the regulations and procedures related to managing and supervising student organizations and activities	**E41: Understand school counseling and psychological services available to students**	E411 Understand the functions and characteristics of school counseling services
	E413 Understand procedures for referring students to counseling and psychological services	**E42: Understand student populations and their needs.**	E421 Understand programs for special needs students	E422 Understand types of specialists and the services they provide to special needs students	E423 Understand factors involved in identifying, evaluating and placing special needs students	**E424: Understand the benefits of a culturally diverse student population**	**E43: Understand causes of students' social problems and methods of referral to outside agencies.**	E431 Understand the causes and methods of referral for child abuse and other problems affecting students' well-being	E432 Understand the causes and methods of referral for drug and alcohol abuse problems	E434 Understand referral procedures and selection criteria appropriate for various situations	**E2: Understand the principles of educational and social psychology**
	E21 Understand major terms and concepts associated with educational psychology	E22 Understand factors in educational psychology related to motivation and learning									

DOMAINS (#) - National Policy Board for Educational Administration E (#) ExCET Mid Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

BEST COPY AVAILABLE

STAGE 2: PRE-ASSIGNMENT BLOCK *Strategic Planning*	**Domain 5: Organizational Oversight**	5-1 Work with faculty, parents, students and other school stakeholders to translate a shared vision into a strategic plan	5-2 Work with school stakeholders to establish operational plans that support strategic goals	5-3 Define roles and relationships for implementing and monitoring strategies and operational plans	5-4 Identify available and needed resources to implement long and short range plans	5-5 Implement global oversight strategies (such as a decision matrix) to determine how organizational goals are affected by other goals	5-6 Initiate appropriate management techniques (e.g. team building, PERT Charts, budgets) to implement long and short range plans	5-7 Work collegially with teachers, parents students and community to reorder the organization in fundamental ways to make it more responsible to its environment	5-8 Establish standing plans, policies standard operating procedures, and rules and regulations that facilitate the implementation and monitoring of strategic and operational plans	5-9 Develop a pattern of participatory decision making, teamwork, and two-way communication that permeates every aspect and activity of the school organization	
	5-10 Build intrinsic rewards into the organization structure so that students, teachers parents, and other stakeholders in the school operation are empowered by actions that appropriately support the goals of the school	5-11 **Lead school stakeholders in a holistic evaluation of strategic and operational goals, the resources that have been allocated to achieve those goals, the process by which those goals have been pursued, and the impact that the pursuit of those goals has had on the organization and its stakeholders**	**E8: Understand principles and techniques of decision-making**	E81 Understand major decision-making techniques and their characteristics	E82 Understand the application of decision-making skills to various situations			**T1: Leader Centered Leadership**	T1a Guide the learning community in the development of a vision that reflects students' needs for academic achievement and success in life and makes that vision tangible through positive action	T1b Encourage collaborative planning, implementation, assessment and ongoing modification of strategies to achieve this mission	
			E9: Understand the goal-development and goal-implementation process.	E91 Understand the steps in goal-development process	E92 Understand functions of the goal-development process in education administration	E93 Understand the procedures for implementing goals in education administration	E94 Understand techniques for evaluating the goal-development and goal-implementation process				

DOMAINS (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

STAGE 2: PRE-ASSIGNMENT BLOCK	Domain 7: **Delegation and Empowerment**	7-1 Identify the benefits of **effective delegation**	7-2 Identify and explain the major elements involved in **effective delegation**	7-3 Be aware of potential problems that may hinder the delegation and the completion of tasks and projects	7-4 Use **appropriate delegation strategies**.	7-5 Display confidence in sharing power or authority with staff-allowing others to make decisions and handle situations on their own	7-6 Show awareness of assignment, projects, or tasks to be completed, whether delegated or completed by the administrator	7-7 Communicate and explain clearly to others assigned responsibilities and expectations	7-8 Organize delegation efforts so that resources are available to complete task	7-9 Monitor delegate progress and provide appropriate encouragement and praise	7-10 Be willing to accept mistakes as part of the learning experiences and not criticize others for performing in unique ways
Participatory Management	**Domain 14 Motivation**	14-1 Provide staff with job challenges and intellectual stimulation	14-2 Encourage teamwork and collegiality	14-3 Articulate the positive impact staff are having on children	14-4 Practice participative decision making	14-5 Be aware of the amount of autonomy various staff members need	**Domain 10: Student Guidance and Development**	10-1B Given an inquiry from a teacher who wants to know why counselors do not have the same duty roster as teachers, the principal can use basic counseling principles and practices to explain what counselors do with their time	10-2B Given an inquiry from a counselor who wants to know why his/her presence is needed in the entry areas during student arrival times, the principal can use basic counseling principles to explain the need for the counselor's visibility and interaction with students	10-6B Faced with the need to find a counselor, the principal can develop a job description that outlines the qualifications and duties of the position	**E15: Apply counseling concepts, techniques, and procedures related to management.**
	E151 Apply **stress management strategies** and techniques for various situations	E152 Apply principles and techniques of counseling appropriate for various situations	E16: **Apply concepts and skills associated with team management**	E161 Demonstrate leadership skills in team management strategies for team building	E162 Demonstrate leadership skills in team management involvement of staff in team decisions for instruction or management goals	**E17: Apply concepts and skills associated with groups facilitating.**	E171 Demonstrate group facilitating skills and techniques to facilitate effective communication among groups	**T1: Learner Centered Leadership**	T1h Empower others through delegation, team building, creative problem solving, and consensus building	T1i Encourage self-management	T1j Facilitate the development of leadership among members of the learning community
	T1k Include parents, business, neighborhoods and other resources as part of the school	T1l Exhibit and encourage the highest standard of professional conduct									

DOMAINS (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

Stage 2: Pre-Assignment Block	Domain 1: Leadership	1-5 Facilitate directions-setting processes within schools that require a high degree of member participation (e.g. assessing current school culture and values, building a school vision, developing organizational goals and strategies)	1-7 Foster innovation within their schools	1-8 Facilitate the development of school improvement efforts	1-9 Utilize leadership skills of staff and students to plan and implement the change process	Domain 8: Instruction	8-18 Outline a change process to improve student outcomes	8-19 Analyze relationships between school plant and instructional programs and suggest steps to modify a traditional facility to improve the learning environment and faculty collegiality	E7: Understand the principles of organizational theory.	E72 Understand the concepts and procedures for implementing change	T1: Leader Centered Leadership
Change Process	T1f Fosters changes while involved in continual assessment and ongoing improvement	T1g Continual examination of the status quo and ways to maximize student learning	T1e Encourages innovation, while expecting and handling the ambiguity of school change	T3: Learner Centered Curriculum and Instruction	T3f Employ collaborative planning process to facilitate curriculum change						
INFORMATION COLLECTION	Domain 2: Information Collection	2-1 Understand information collection as an ongoing process and recognize its importance	2-2 Perceive the interrelatedness between the information collection process and the other dimensions of professional practice	2-3 Diagnosis the information collection needs of their schools (Internship)	2-4 Identify various information sources, various strategies fore collecting information, and their relative strengths and weaknesses	2-5 Collect information through multiple modalities	2-6 Use technologies as well as manual methods to organize and analyze school-based information	2-7 Summarize and describe information and present it in written and oral form (Internship)			

DOMAINS (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

STAGE 3: INTERNSHIP	Domain 1: Leadership	Domain 2: Information Gathering	Domain 3: Problem Analysis	Domain 4: Judgment	Domain 6: Implementation	Domain 7: Delegation & Empowerment	Domain 8: Instruction	Domain 10: Guidance and Development	Domain 13: Resource Allocation	Domain 15: Sensitivity	Domain 16: Oral and Nonverbal Expression
	Domain 17: Written Expression	Domain 18: Philosophical and Cultural Values	E1: Foundations of Education	E2: Understand the Principles of Educational and Social Psychology	E4: Apply Ethical Principles to Educational Practices and Populations	E7: Understand the Principles of Organizational Theory	E10: Understand the Principles of School Finance	E11: Understand the school budget development process	E12: Understand the building level fiscal management	E13: Understand the principles of facility planning and management	E14: Understanding factors involved in building level student services management
	E39: Analyze the procedures and standards of student discipline	E41: Understand school counseling & psychological services available to students	E42: Understand student populations and their needs	E43: Understand causes of student's social problems & methods of referral to outside agencies.	T1: Learner Centered Leadership	T3: Learner Centered Curriculum and Instruction	T4: Learner Centered Professional Development	T5: Equity in Excellence of All Learners	T6: Learner Centered Communication		

DOMAIN (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

STAGE 4: INTERNSHIP SEMINARS	Domain 8: Instruction	8-22 Design a budget process with staff that reflects school priorities for the instructional program.	Domain 13: Resource Allocation	13-1 Design resource allocation systems	13-2 Describe the role of resource allocation in meeting school goals	13-3 Identify various nontraditional resources available to schools.	13-4 Design a strategy to gain resources from a non-district sources	13-5 Describe the relationship of resource procurement to resources appointment	13-6 Design a monitoring and reapportionment system for resources used	13-7 Develop an accountability system for resource use	13-8 Connect resource allocation to student outcomes
Finance and Budget	13-9 Develop a system for staff participation in determining goals, apportioning resources, and evaluationg use of resources	13-10 Develop and administer a school budget and an activities	13-11 Define resources as human and material as well as fiscal	E10: Understand the principles of school finance	E101: Understand the federal, state, and local sources of funding	E102 Understand the regulations that affect public school funding	E11: Understand the school-budget development process	E111 Understand the major steps in developing a district-level or building level budget	E112 Understand the budgeting principles and procedures appropriate for various situations	E12: Understand building level fiscal management	E121 Understand the major concepts and terms associated with building-level accounting, budgeting, record keeping, and reporting
	E122 Understand the appropriate techniques and applications of cost analysis	T1: Learner Centered Leadership	T1c Allocate resources such as money, time facilities, technology and volunteers (Creatively)								
Facility Administration	Facility Planning and Management	E131 Understand procedures and considerations involved in facility planning and management	E132 Understand maintenance issues related to facility management	E133 Understand the safety and security procedures in facility management							

Stage 4: Internship Seminars *Other State and Federal Laws and Regulations* *Ethics and Values*	**Domain 19: Legal and Regular Regulations**	19.1 Demonstrate knowledge of federal constitutional provisions that apply to the public education system by identifying judicially recognized individual rights guaranteed by the First, Fourth and Fourteen Amendments to the US Constitution	19.2 Demonstrate knowledge of federal, statutory and regulatory provisions that influence public education by identifying	19.2a Judicially recognized interpretations of the purpose and intent of federal statutes and regulatory provisions prohibiting discrimination	19-2b Educational procedures required under federal statues and implementing regulations	19-2c Statutory and regulatory standards applicable to copy right infringement, access to public documents, and record keeping	19.3 Demonstrate knowledge of state constitutional, statutory, and regulatory provisions governing a state's educational system by identifying	19-3a The statutory powers and duties of elected officials, education boards, administrative officers, and school principals in a selected state	19-3b The standards and procedures of administrative law, public disclosure, and record keeping in Texas	19. 3d Standards and procedures applicable to provisions for minimum competencies, compulsory school attendance, curriculum development, facilities maintenance and construction, and finance in Texas	19. 4 Demonstrate knowledge of the standard of care applicable to civil or criminal liability for negligent or intentional acts under an elected state's common law or school code by identifying
	19-4a Legislative mandated or judicially recognized elements of liability for negligence in a selected state	19-4b Legislatively mandate or judicially recognized elements of intentional tort liability in a selected state	19-4c Legislatively mandated elements of statutory liability in a selected state	19-5a Statutory or regulatory powers and constraints related to the principal's power to contract for goods and services in a selected state	19 -5c Legislatively or judicially define constraints applicable to the management of grants and financial accounts	**E33: Understand the organizational structure and functions of educational governance at the federal, state, and local levels.**	E331 Understand the types and functions of federal educational programs	E332 Understand the role of the state legislature and the Texas Educational Agency in determining educational policy	E333 Understand the regulatory functions of educational governance the district and building level	E334 Understand the policy making functions of educational governance at the distinct and building level	
	E4: Ethics and Values	E41 Apply ethical professional practices and performance standards in education	E42 Apply principles of ethical conduct toward fellow educators & administrators students, parents, and community members								

DOMAINS (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

STAGE 4 INTERNSHIP SEMINARS	Domain 16: Oral and Nonverbal Expression	16-1 Understand, identify and explain the elements of the communication model	16-2 Identify effective and ineffective nonwritten behaviors	16-3 Be sensitive to nonverbal communication behaviors in yourself and others	16-4 Choose appropriate channels, timing and settings for intended communications	16-5 Articulate ideas and beliefs clearly, using proper grammar and word choice	16-6 Use positive listening skills	16-7 Send and receive feedback	16-8 Communicate equally well with teachers, students, parents, peers, distnct and state personnel and community members	16-9 Be aware of cultural and gender factors in communication	16-10 Be skilled at giving effective presentations to large and small groups
COMMUNICATIONS: ORAL, NONVERBAL, WRITTEN	16-11 Choose appropriate settings for meeting and make appropriate physical arrangements	16-12 Use current media technology to enhance and improve communication	Domain 17: Written Expression	17-1 Understand the importance of strong writing skills to their careers and schools	17-2 Assess one's current writing skills and attitudes	17-3 Understand and apply the four stage writing process to job-related documents	17-4 Identify various types of job specific documents and the functions each serve	17-5 Produce a variety of well targeted documents that are structurally, grammatically, and technically correct	17-6 Work cooperatively with others to develop written materials	17-7 Give and receive feedback on writing skills	17-8 Use computer technology to enhance and improve the professionalism of written communications
	E5: Understand the role of communication and communication skills in education	E51 Understand the role of verbal and nonverbal communication skills in education administration	E52 Understand communication techniques appropriate for accomplishing tasks in the education administration	E53 Understand techniques used to establish and maintain communication networks in order to accomplish administrative goals and disseminate information							

STAGE 5: PRE-RESIDENCY ASSESSMENT LAB ** NASSP Assessment* ** Professional Development Plan Review & Revisions* ** Orientation Year 2*	Domain 1: Leadership	Domain 5: Organizational Oversight	Domain 8: Instruction	Domain 9: Curriculum	Domain 10: Guidance and Development	Domain 11: Staff Development	Domain 20: Policy and Political Influences	E5: Understand role of communication & communication skills in education	E15: Apply counseling concepts, techniques and procedures related to management	E19: Identify procedures for recruiting, interviewing, selecting and assigning staff	E22: Analyze the relationship between administrative supervision and staff development.
	E33: Understand the organizational structure and functions of educational governance at the federal, state, and local levels.	E35: Understand the factors involved in school public relations.	T2: Learner Centered Climate	T4: Learner Centered Professional Development	T6: Learner Center Communication						

DOMAIN (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency Learner Centered Schools for Texas

STAGE 6: PRE-RESIDENCY *Administration of Instruction & Curriculum*	**Domain 9: Curriculum**	9-5 Define the role of principals and support personnel in curriculum design	9-6 Define the roles of principals and support personnel in curriculum implementation	9-9 Identify and define the relationships among the written curriculum, the taught curriculum, and the tested curriculum	9-10 **Describe procedures for improving quality control in implementing curricula**	9-11 Relate curriculum design and delivery to curriculum management	**Domain 10: Guidance and Development**	10-5C Can explain the relationships between student activities and instructional programs and can describe ways to monitor the comprehensive opportunities each provides	10-6C Can identify criteria by which student activities programs may be evaluated	10-1C As an elementary school principal, is able to describe how school-wide student government can be integrated with instructional management programs	10-2C As a middle school principal, is able to describe the variety of student activities that a typical student population would sponsor during school time activity periods
	10-3C As a high school principal, is able to develop a job description for a student activities director serving the needs of a racially diverse student population	E25: **Understand principles of curriculum design.**	E251 Understand factors involved in designing and sequencing curricula	E252 Understand criteria and procedures for evaluating curriculum design and instructional materials	E253 Explain the use of materials for curriculum design	E254 Explain the factors that can influence curriculum design	E28: **Understand instructional management principles.**	E281 Understand various teaching methods and their applications	E282 Understand factors in developing, implementing, and evaluating lessons	E283 Understand instructional strategies appropriate for various situations	E24: **Understand curriculum development and planning**
	E241 Understand criteria and procedures for determining curriculum needs and formulating curriculum goals	E242 Understand ways to involve faculty, staff, and community members in curriculum planning	E243 Understand procedures for developing instructional objectives and activities for accomplishing instructional objectives	E26: **Identify reasons and strategies for implementing new or revised curricula.**	E261 **Identify reasons for implementing new or revised curricula**	E262 **Identify procedures for disseminating, promoting and implementing new or revised curricula**	E263 Identify procedures for evaluating and modifying new or revised curricula	E27: **Special Populations**	E271 Understand characteristics of curricular programs designed for special populations	E272 Understand the ways in which curricular programs can be adapted to address the needs of special populations	E273 Understand the procedures for designing, implementing, and monitoring curricular programs for special populations

DOMAINS (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency: Learner-Centered Schools for Texas

BEST COPY AVAILABLE

STAGE 6: PRE-RESIDENCY BLOCK *Administration of Instruction & Curriculum (cont.)* *Supervision of Personnel*	E274: Understand techniques for evaluating and revising curricular programs for special populations	**T1: Learner Centered Leadership**	T1 Maximize learning for all students, while maintaining professional ethics and personal integrity	**T3: Learner Centered Curriculum and Instruction**	T3a Facilitate the implementation and renewal of a working, usable curriculum	T3b Demand instructional strategies that promote optimal learning for all students	T3k Systematically assess curriculum and instruction to ensure that both are continually updated and adjusted to achieve optimal student learning	T3l Observes classroom instruction in order to support teacher and student goals	T3m Collaboratively plan for systematic instructional improvement	T3o Engages all members of the community in sharing knowledge about the curriculum and learners to ensure continuity as students profess through the school system	
	Domain 8: Instruction	8.14 Discuss a variety of supervisory techniques and describe their application to teachers in various stages of career development	8.15 Describe various models of observation and identify ways to ensure their reliability	Domain 11: Staff Development	11-3 Demonstrate monitoring, coaching, and conferencing skills	**Domain 14: Motivation**	14.7 Provide face to face and written performance feedback	14.8 Be aware of various types of feedback systems	14.10 Enhance individuality productivity	14.11 Articulate performance expectations	14.12 Be aware of the rewards that staff members value
	14-13 Provide tangible and intangible rewards for good performance	**E23: Understand the procedures for assessing staff performance**	E231 Understand the procedures and instruments for assessing staff performance	E232 Understand the ways to address problems and issues related to staff performance assessment	E233 Understand the ways in which staff assessment information can be used to formulate a plan for improvement	E234 Understand the techniques for communicating and disseminating staff assessment information					

DOMAINS (#) - National Policy Board for Educational Administration E (#) - ExCET Mid Management Administrator Objectives T (#) - Texas Education Agency Learner Centered Schools for Texas

STAGE 6: PRE-RESIDENCY BLOCK	Domain 8: Instruction	8-2 Describe the main differences between weak and effective instructional practices	8-3 Identify the major sources and findings of research on instruction	8-6 Describe the implications of learning style for instructional design and staff development	8-7 Identify classroom strategies that respond to various student learning styles	8-11 Identify several current teaching models	E3: Understand principles of learning theories and the learning process.	E31 Understand major learning and instructional theories and their characteristics	E32 Understand significant factors that affect the learning process	E33 Understand the importance of the learning environment in the learning process	E34 Understand the role of the mid-management administrator in making the school environment favorable to learning
Instructional Practices *Student Learning Styles*	T3: Learner Centered Curriculum and Instruction	T3g Understand the interests and needs of learners to direct the selection, modification, and design of developmentally appropriate curricular materials	T3h Incorporate technology, practical arts, liberal arts, and co-and extra-curricular activities into the comprehensive curriculum	T3i Incorporate critical thinking, creativity and problem solving into the curriculum and instruction	T3j Use critical thinking, creativity and problem solving as tools to understand the world	T3n Encourage teachers to integrate assessment and teaching to ensure that learning opportunities are relevant to the learner					
	Domain 8: Instruction	8-3 Identify the major sources and findings of research on learning styles and how it relates to instruction	8-6 Describe the implications of learning style for instructional design and staff development	8-7 Identify classroom strategies that respond to various student learning styles							

DOMAINS (#) - National Policy Board for Educational Administration E (#) - ExCET: Mid-Management Administrator Objectives T (#) - Texas Education Agency: Learner-Centered Schools for Texas

STAGE 6: **PRE-RESIDENCY BLOCK** *Trends and Issues in Curriculum & Instruction* *Curriculum Alignment* *Program Implementation*	**Domain 9: Curriculum**	9.1 Define the curriculum as being broader in scope than course of study	9.2 Identify major influences on the curriculum at all levels of public schools	9.3 Connect curriculum design to instructional objectives	9.4 Describe the major movements in American curriculum development, and the assumptions upon which they are based	9.8 Define the relationships among curricula, school organization, and society	9.12 Describe current trends/issues in several content fields	9.13 Discuss several curriculum organizational models and the relative merits of each	9.14 Identify several current curricular issues and their historical antecedents		
	Domain 9: Curriculum	9.15 Describe curriculum mapping and its uses	9.16 Define curriculum alignment and its relationship to curriculum development	9.17 Analyze several evaluation instruments and describe strengths and deficiencies	9.18 Interpret the selection and use of a variety of assessment tools	9.19 Describe how schools can use data disaggregation to improve pupil performance	9.20 Conduct the basic steps involved in needs assessment	9.21 Involve teachers in the design, development, and management of curriculum			
	Domain 6: Implementation	6.1 Clarify the roles various staff members will play in the implementation process, what they should expect during the process, and what consequences may occur as a result of the actions planned	6.2 Schedule events and activities that move plans forward	6.3 Anticipate problems	6.5 Monitor project progress	6.6 Evaluate project outcomes	6.7 Engage in single loop and double-loop learning	6.8 Be supportive of others during a change process	6.9 Reward progress made toward goals		

DOMAINS (#) - National Policy Board for Educational Administration E (#) ExCET Mid Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

STAGE 6: PRE-RESIDENCY BLOCK	Domain 11: Staff Development	11-1 Describe the essential characteristics of a staff development program and the four primary staff development functions	11-2 Analyze and critique descriptive accounts of successful programs in terms of planning, implementation, & evaluation, & determine if these programs incorporated all of the essential characteristics & primary functions of staff development	11-5 Know how collect and use needs assessment data on staff development programs	11-6 Discuss the relationship between staff development and the following supervision, staff evaluations, the incorporation of new knowledge and skills in classroom practice, and program evaluation	E21: Understand Staff Development Programs and Procedures	E211 Understand the types of staff development programs and their benefits	E212 Understand the role of faculty and administrators in determining needs and establishing procedures for staff development	E213 Understand the ways to evaluate staff development programs	E214 Understand the roles of professional organizations in staff development	E22: Analyze the relationship between supervision and staff development
Staff Development	E221 Analyze the competencies essential for successful administrative leadership	E222 Analyze the role of the mid management administrator as an instructional & administrative leader	E223 Analyze the activities appropriate for inclusion in a continuing in-service education plan to improve the quality of instructional & administrative practices		Domain 14: Motivation	14-7 Provide face to face and written performance feedback	14-13 Provide tangible and intangible rewards for good performance	14-8 Be aware of various types of feedback systems	14-10 Enhance individuality productivity	14-11 Articulate performance expectations	14-12 Be aware of the rewards that staff members value
Supervision of Personnel	E23: Understand the procedures for assessing staff performance	E231 Understand the procedures and instruments for assessing staff performance	E232 Understand the ways to address problems and issues related to staff performance assessment	E233 Understand the ways in which staff assessment information can be used to formulate a plan for improvement	E234 Understand the techniques for communicating and disseminating staff assessment information						

DOMAINS (#) - National Policy Board for Educational Administration E (#) - ExCET Mid Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

STAGE 6: **PRE-RESIDENCY BLOCK** *Measurement and Evaluation of Curriculum and Instruction*	**Domain 8: Instruction**	8.12 Understand the principles of measurement and evaluation, including alternative approaches to evaluation (e.g. portfolios) and their application to various instructional settings	8.13 Analyze test data, explain their implications to teachers and lay persons, and link them to school improvement programs	**Domain 9: Curriculum**	9.7 Define the merits and deficiencies of quantitative and qualitative evaluation systems to evaluation curriculum outcomes	**Domain 10: Guidance and Development**	10.2A Presented with part of a sample curriculum (e.g. grade social studies), the principal can critique the sample and/or suggest review questions based on basic principals of human growth and development	**E29: Understand principles of program evaluation**	E291 Understand formative and summative program evaluations and their characteristics	E292 Understand methods of data collection for program evaluation	E293 Understand techniques for presenting data
	E294 Understand the interpretation of program evaluation data	**E30: Understand testing instruments and programs and their uses in curriculum evaluation.**	E301 Understand types of standardized and nonstandardized tests and their characteristics	E302 Understand various measurement techniques and their uses in curriculum evaluation	E303 Understand testing programs used in Texas and their functions	E304 Understand the relationship between testing instruments and programs and curriculum development	**E31: Apply knowledge of statistical principles in testing and measurement.**	E311 Apply concepts of validity, reliability, objectivity, standardization, and norms	E312 Interpret statistical results of tests	**E32: Understand student assessment methods and programs.**	E321 Understand methods of student assessment and their characteristics
	E322 Understand the appropriate uses of student assessment information	E323 Understand techniques for communicating to parents an educational plan based on student assessment information									

DOMAINS (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

BEST COPY AVAILABLE

STAGE 6: PRE-RESIDENCY BLOCK	Domain 21: Public Relations	21-1 Construct public relations for their schools that illustrate knowledge of the Four Step Public Relations Process and the Diffusion Process	21-2 Identify their schools' internal and external audiences and design specific messages for each	21-3 Use mass and interpersonal communications techniques to influesnce people's attitudes	21-4 Use one or more techniques to assess a targeted group's level of understanding about a community issue or belief	21-5 Identify message strategies consistent with the mores of a targeted audience	21-6 Differentiate between understandable language and educational jargon	21-7 Define and implement programs in which all school staff are informed of school activities and have an opportunity to provide input	21-8 Identify the major opinion leaders within their communities	21-9 Understand how to initiate news coverage and respond to reporters' questions	21-10 Understand the special public relationship needs that arise during crisis situation
PUBLIC RELATIONS	21.11 Evaluate communication technologies that would be useful to their schools	E35: Understand the factors involved in school public relations	E351 Understand ways in which media can be used to publicize schools issues and activities	E352 Understand ways of determining and assessing local public opinion of school programs	E353 Understand ways in which the community can support the local school system	E354 Understand ways to improve school community public relations	E36: Analyze ways to establish and maintain positive school-parent	E361 Analyze the role of the parent-teacher association	E362 Analyze the role of the parent-teacher conferences	E363 Analyze the role of booster clubs in establishing school-parent relationships	E341 Identify national and state professional organizations and their characteristics
	E342 Identify the characteristics and functions of national, state, and curriculum specific educational organizations	E343 Identify the functions of teachers union (and organizations)	T6: Learner Centered Communication	T6g Recognize and respond to the public's right to know by using a systemic plan for communication	T6h Develop a flow of communication among the various groups that affect and are affected by educational policies	T6i Recognize the impact that mass media have in shaping opinions	T6k Proactively influence the media to enhance the learning community's mission				

DOMAINS (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

Stage 6: Pre-Residency Block *Field Research*	**Domain 12: Measurement and Evaluation**	12.1 Describe the major components of an assessment program designed to evaluate student outcomes	12.2 Explain the relationship of assessment to strengthening curriculum and instruction	12.3 Identify the major role expectations for principals in providing for assessment programs	12.4 Examine the data relationships between school goals and student outcomes	12.5 Draw inferences for revising school programs based on assessment data	12.6 Design accountability mechanisms based on assessment information	12.7 Describe the relationship of standards to purposes for evaluating student performance	12.8 Explain the relationship of assessment to improving student outcomes	12.9 Identify assessment policies that contribute to the development of sound assessment practices	12.11 Describe several specific competencies required of principals in their role as leaders of the site-level assessment programs as managers and as communicators
	12.12 Explain the relationship of student assessment to school assessment	12.13 Evaluate the assessment competencies of teachers	12.14 Explain the relationship of assessment at the schools site to assessment policies and outcomes at the district, state and national levels								

Appendix 3-53

DOMAIN (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

STAGE 7: RESIDENCY	Domain 1: Leadership	Domain 2: Information Collection	Domain 5: Organizational Oversight	Domain 8: Instruction	Domain 9: Curriculum	Domain 10: Guidance and Development	Domain 11: Staff Development	Domain 12: Measurement & Evaluation	Domain 14: Motivation	Domain 20: Policy and Political Influences	Domain 21: Public Relations
	E2: Understand the principles of educational and social psychology	E5: Understand role of communication and communication skills in education	E6: Understand the Major concepts of Educational Research	E7: Understand the principles of organizational theory	E15: Apply counseling concepts, techniques and procedures related to management	E19: Identify procedures for recruiting, interviewing, selecting and assigning staff	E21: Understand Staff Development Programs and Procedures	E22: Analyze the relationship between administrative supervisions and staff development.	E23: Understand the procedures for assessing staff performance	E24: Understand curriculum development and planning	E25: Understand principles of curriculum design
	E26: Identify reasons and strategies for implementing new or revised curricula.	E27: Special Populations	E28: Understand instructional management principles	E29: Understand principles of program evaluation	E30: Understand testing instruments and programs and their uses in curriculum evaluation	E31: Apply knowledge of statistical principles in testing and measurement.	E32: Understand student assessment methods and programs.	E33: Understand the organizational structure and functions of educational governance.	E35: Understand the factors involved in school public relations.	E36: Analyze ways to establish and maintain positive school & parent relations	
	T1: Learner Centered Leadership	T2: Learner Centered Climate	T2: Learner Centered Climate	T3: Learner Centered Curriculum & Instruction	T4: Learner Centered Professional Development	T6: Learner Center Communication					

DOMAIN (#) - National Policy Board for Educational Administration E (#) - ExCET: Mid-Management Administrator Objectives T (#) - Texas Education Agency: Learner-Centered Schools for Texas

STAGE 8: RESIDENCY SEMINARS *POLICY & POLITICAL INFLUENCES*	**Domain 20:** **Policy and Political Influences**	20-1 Articulate the general characteristics of political systems and the manner in which those major characteristics apply to school systems	20-2 Describe the formal relationship between federal, state, local district and school-site policies	20-3 Identify the theories of action in an existing or proposed policy	20-4 Assess the means-end relationships embedded in policies in light of available evidence and develop conditional recommendations regarding the ability of policy options to attain their aims	20-5 Describe how an existing or proposed policy intracts with other policies and how it complements or challenges the norms and routines of the school	20-6 Describe how actors in various arenas are (or are not) able to acquire the relative power advantage on particular policy issues	20-7 Assess the conditions under which prominent political strategies are more or less likely to be effective	20-8 Develop if then scenarios that outline alternative	20-9 Profile the power relationship in their local school setting and indicate how these power relationships affect the likelihood that particular proposals can be enacted and implemented	20-10 Articulate how policy options affect particular
	20-11 Assess the policy options and political strategies in light of their moral and ethical implications	20-12 Assess the political interests and ideals of relevant constituent groups inside and outside the school setting	20-13 Define and defend the value premises and ethical principles that will guide and govern their behavior in political arenas	T1: **Learner Centered Leadership**	T1d Use innovative governance structures and methods to further the mission of the learning community						

DOMAINS (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency, Learner-Centered Schools for Texas

Stage 8: Residency Seminar *Student Scheduling*	Domain 8: Instruction	8.5 Describe their responsibility within school staff to set instructional objectives, develop a data base, identify staff development needs, implement desired changes, and evaluate program effectiveness	8-8 Describe the major forms of school scheduling and organizational structures and their relationship to programmatic effects and potential learner outcomes	8-9 Conduct an exercise in school scheduling or organizational structure with real data	8-10 Explain the relationship among instructional objectives scheduling (or structure) and teaching strategies	8-17 Relate various grouping practices and technological initiatives to desired student outcomes	8-21 Describe several staffing patterns and their relationship to various instructional practices				

DOMAIN (#) - National Policy Board for Educational Administration E (#) - ExCET: Mid-Management Administrator Objectives T (#) - Texas Education Agency: Learner-Centered Schools for Texas

STAGE 9: FIELD BASED SCHOOL IMPROVEMENT PROJECT	Domain 1: Leadership	Domain 2: Information Collection	Domain 3: Problem Analysis	Domain 4: Judgment	Domain 6: Implementation	Domain 7: Delegation and Empowerment	Domain 8: Instruction	Domain 9: Curriculum	Domain 11: Staff Development	Domain 12: Measurement and Evaluation	Domain 14: Motivation
	Domain 16: Oral and nonverbal Expression	Domain 17: Written Expression	Domain 21: Public Relations	E5: Understand the role of communication and communication skills in education.	E6: Understand the major concepts of educational research	E9: Understand the goal-development and goal-implementation process	E17: Apply concepts and skills associated with group facilitating	E24: Understand curriculum development and planning	E28: Understand instructional management principles	E30: Understand testing instruments and programs and their uses in curriculum evaluation.	E40: Understand student populations and their needs.
	T1: Learner Centered Leadership	T3: Learner Centered Curriculum and Instruction	T5: Equity of Excellence of all learners	T6: Learner Centered Communication							

DOMAIN (#) - National Policy Board for Educational Administration E (#) - ExCET Mid-Management Administrator Objectives T (#) - Texas Education Agency Learner-Centered Schools for Texas

Timeline of Activities

January/February 1995	Program announcement and information to initiate the application process.
March 1 - April 7, 1995	Application period
April 10, 1995	Initial Screening: Review of all application materials.
April 28 - 29, 1995	Final screening
May 1, 1995	Cohort Selection
May 5, 1995	Announcement of selected candidates
June 5, 1995	Intern and administrator orientation
June 6,7,8 1995	Assessment Series: Pre-Assignment Lab
June 12, 1995	Instructional Block: Pre-Assignment
July 10 - 27, 1995	Instructional Block: Pre-Assignment II
Fall 1995/Spring 1996	Internship
June, 1996	Assessment: Pre-Residency Lab
June/July 1996	Instructional Block: Pre-Residency
Fall 1996/ Spring 1997	Residency
June, 1997	Post-Assessment Lab
August, 1997	NCELP Cycle One Graduation

Office of
The President

Tarleton State University

Tarleton Station, Box T-0117
Stephenville, Texas 76402

February 28, 1995

Dr. William E. Reaves, Associate Dean
and Coordinator of School-University Initiatives
College of Education and Fine Arts
Tarleton State University
Box T-0210
Stephenville, TX 76402

Dear Dr. Reaves:

As you well know, Tarleton State University has a proud tradition of collaboration with the state's public schools which has enabled us to develop and support a variety of innovative professional development opportunities for Texas educators. We are proud of the fact that Tarleton was the first in the state to obtain program approval for the Bachelor of Science in Interdisciplinary Studies (our degree program for elementary teachers) and also the first to offer a university-based program for alternative teacher certification. We intend to be among the first in the state to implement an alternative certification program for school administrators as well.

I am pleased to offer the full support of Tarleton State University to the New Century Educational Leadership Program (NCELP). Working in conjunction with NCELP partners, the university will provide the necessary personnel and resources to accomplish the much needed paradigm shift toward a field-based administrator preparation program. The Tarleton faculty involved in this collaborative venture will receive appropriate institutional recognition for their work in this new field-based program and their contributions to the NCELP program will be accepted as an important form of scholarship within the university community.

It is our full intention to remain one of the state-wide leaders in the delivery of professional development services to public school educators. We will achieve this by continuing to work closely with Texas public schools and by refining and upgrading the content and delivery of our professional preparation programs. In this regard, I pledge my personal and professional support to the design and implementation of the New Century Educational Leadership Program. I wish you all the best in this exciting new venture.

Sincerely,

Dennis P. McCabe
President

BEST COPY AVAILABLE

THE WACO WAY

WACO INDEPENDENT SCHOOL DISTRICT

Quality Through Diversity

February 14, 1995

Dr. Bill Reaves, Associate Dean
College of Education and Fine Arts
Tarleton State University
Box T-399, Tarleton Station
Stephenville, TX 76402

Dear Bill:

Rosanne and I enjoyed the presentation on the New Century Educational Leadership Program that you and Mark made at the Midwinter Conference in Austin. Even though the description you sent us in December was extremely detailed and informative, the opportunity to discuss the program in more depth allowed us both to gain even a better understanding of how the program will work and, consequently, how it can work for Waco ISD.

Please accept this letter as official notification that Waco ISD will participate in the NCELP for the 1995-96 school year, with the understanding that the program will be structured closely to the description in the draft document (as revised at the meeting). At this time, we believe we can accept at least two administrative interns.

I will be happy to serve on the NCELP Executive Advisory Board. If you will let me know the specific advisory committees for which you need participating district members, I will send you names of WISD administrators who have expertise in the designated areas and are willing to serve.

Bill, I believe that the New Century Educational Leadership Program holds the promise of making a real difference in the quality of future educational leaders and congratulate you, Mark, Mary Alice, and others who worked on the project for your vision and the tenacity to make it a reality. We're pleased to be a part of such a quality program.

Sincerely,

Fred. M. Zachary, Ed.D.
Superintendent of Schools

pc: Rosanne Stripling
file

KILLEEN INDEPENDENT SCHOOL DISTRICT

P. O BOX 967 • 200 NORTH W S YOUNG DRIVE • KILLEEN, TEXAS 76540-0967
817/520-1300

Dr Charles Patterson
Superintendent

March 1, 1995

Dr. Bill Reeves
Assistant Dean
College of Fine Arts and Education
Tarleton State University
Stephenville, Texas

Dear Dr. Reeves:

Our district has been excited about the development of the New Century Educational Leadership Program and Alternative Administrator Certification Program. The program proposal is a sound one.

This collaborative venture should provide an outstanding leadership development program. We are eager to present this proposal to our Board of Trustees for their consideration.

We are supportive of the New Century Concept. Our campuses need strong leadership from principals. This program should produce highly qualified individuals who will assume key leadership positions as we enter the 21st Century.

Sincerely,

Dr. Charles Patterson, Superintendent
Killeen Independent School District